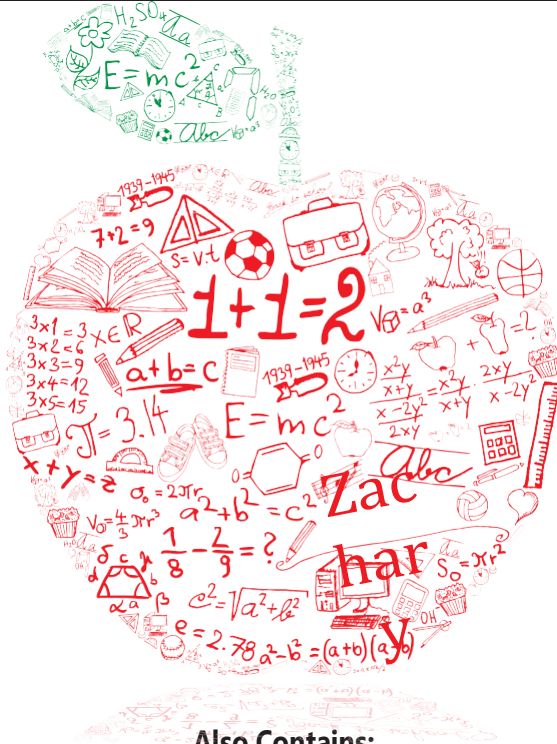


REVISED
2020-2021



STUDENT RIGHTS &
RESPONSIBILITIES HANDBOOK
AND DISCIPLINE POLICY



Also Contains:

PreK-2

Handbook

Zachary Elementary Handbook

Copper Mill Elementary

Handbook Northwestern

Middle Handbook

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Zachary Community School District **School Board Members**

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3755 Church Street, Zachary, LA 70791

225.658.4969

www.zacharyschools.org

MISSION STATEMENT

The mission of the Zachary Community School Board is to assist every student in reaching his or her maximum potential through high-quality instruction and good stewardship of community resources.

VISION STATEMENT

The Zachary Community School System is recognized as a MODEL OF EXCELLENCE serving all citizens.

CORE VALUES

Children First

Honesty

Integrity

Teamwork

Strong Moral Foundation

Community & Family Involvement

Accountability

No Political Agendas

Safety

Excellence

ZACHARY COMMUNITY SCHOOLS | 2020/21 CALENDAR

- 4 Independence Day
- 6 11 mo. employees return
- 20 10 mo. employees return
- 27 9.5 mo. employees return

JULY '20						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

- 3-5 Employee In-service
- 6 First Day of School

AUGUST '20						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

- 7 Labor Day (No School)
- 17 End of 1st Six Weeks

SEPTEMBER '20						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

- 7 End of 1st Nine Weeks
- 12 Fall Holiday
- 13 Professional Development/Conferences (No Students, Paras, or Café)
- 30 End of 2nd Six Weeks

OCTOBER '20						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

- 3 Election Day (No School)
- 23-27 Thanksgiving Break (No School)

NOVEMBER '20						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

- 16-18 Early Dismissal
- 18 End of 2nd Nine Weeks
- End of 3rd Six Weeks
- End of 1st Semester
- 21-31 Christmas/Winter Break (No School)

DECEMBER '20						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

JANUARY '21						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

- 1 Christmas/Winter Break (No School)
- 4 Professional Development Day (No Students)
- 5 Students return
- 2nd semester begins
- 18 Dr. M.L. King Day (No School)

FEBRUARY '21						
S	M	T	W	Th	F	S
1	2	3	4	5	6	
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

- 15-17 Mardi Gras Holiday (No School)
- 19 End of 4th Six Weeks

MARCH '21						
S	M	T	W	Th	F	S
1	2	3	4	5	6	
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

- 11 End of 3rd Nine Weeks

APRIL '21						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

- 1 End of 5th Six Weeks
- 2-9 Easter/Spring Break (No School)

MAY '21						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

- 18-20 Early Dismissal
- 20 End of 6th Six Weeks
- End of 4th Nine Weeks
- End of Semester
- Last day for Students
- Last day for Teachers (No paras or café)
- 28 Last day for 9.5 mo. employees
- 31 Memorial Day Holiday

JUNE '21						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

- 7 Last day for 10 mo. employees
- 21 Last day for 11 mo. employees

KEY

- Employees Only
- Students begin new semester
- Holiday
- Early Dismissal

++ Contingency days Feb. 17, & May 21++
 (Contingency days may be used to make up lost instructional time in the event of a school closure)
 School year may extend beyond May 21 if needed to meet state requirements.

Parent Waiver

I, _____ understand that my child has been given an email account by the Zachary Community School District. This account is provided and supports the Children’s Online Privacy Protection Act (COPPA) and the Children’s Internet Protection Act (CIPA). I understand that the district has determined what features my child has access to, which may include email, homework drop boxes, message boards, chat rooms, blogs, and digital storage lockers. I understand that all email messages and postings will be automatically filtered for inappropriate words and images, and that any messages determined to be questionable will be diverted to my student’s email administrator for review. Consequences for misuse of email will be determined by the district, and may include restrictions, loss of privileges, or other disciplinary action. I further understand that my student’s administrator can view my student’s email account and digital locker at any time. While the district uses a variety of measures to protect its users, no system will stop 100% of inappropriate content. The district accepts no responsibility for harm caused directly or indirectly by its use.

By signing this agreement, I and my son/daughter agree to use the provided email account in an appropriate manner and abide by the district’s policies for use.

Student Name (PRINT):

Student Signature:

Parent/Guardian Signature:

School:

Zachary Community School **District School Directory**

Zachary Early Learning Center (PreK)

4400 Rollins Place

Telephone: 654-6011 • Kelli Day, Principal

www.zacharyelc.org

Northwestern Elementary School (K)

4200 Rollins Road

Telephone: 654-2786 • Kelli Day, Principal

www.northwesternelementary.org

Rollins Place Elementary School (1st - 2nd)

4488 Rollins Place

Telephone: 225-658-1940 • Jennifer Marangos, Principal

www.rollinsplaceelementary.org

Zachary Elementary School (3rd-4th)

3775 Hemlock Street

Telephone: 654-4036 • Keisha Thomas, Principal

www.zacharyelementary.org

Copper Mill Elementary School (5th-6th)

1300 Independence Boulevard

Telephone: 658-1288 • Angela Cassard, Principal

www.coppermillelementary.org

Northwestern Middle School (7th-8th)

5200 East Central

Telephone: 654-9201 • Debby Brian, Principal

www.northwesternmiddle.org

Zachary High School (9th-12th)

4100 Bronco Lane

Telephone: 654-2776 • Tim Jordan, Principal

www.zacharyhigh.org

First Student Transportation

23280 Jacock Rd. Slaughter, LA 70777 • Telephone: 654-9729

**Zachary Community School District
Handbook Receipt**

Dear Parent,

Please remove this page and return to your child's school, so that we may maintain a record of you have received and reviewed this handbook.

Thank you,
Principal

Date _____

This is to certify that I have received and read a copy of the "Student Rights and Responsibilities Handbook and Discipline Policy".

Cut Along Dotted

Parent's Signature

Student's Signature

Names of children attending Zachary Community School Board schools and grades of each:

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

If you have any questions, please feel free to contact your child's school.

ZACHARY COMMUNITY SCHOOL BOARD
Statement of Compliance

Student:

I, _____ (student signature), agree to attend school regularly, arrive at school on time, demonstrate significant effort toward completion of homework assignments, and follow school and classroom rules.

Parent:

I, _____ (parent signature), agree to ensure my child's daily attendance at school, ensure my child's arrival at school on time each day, ensure my child completes all assigned homework, and attend all required parent/teacher/principal conferences.

*required annually for students in grades 4-12

ZACHARY COMMUNITY SCHOOL BOARD
Parental Authorization to Publish Student Names,
Photos, or Work

Dear Parent,

Your child's art, writing, or picture may be considered for publication on the Zachary Community School Board website or other media outlets. The website is located on the Internet at

<http://www.zacharyschools.org>. Please complete and return the following consent form. Forms will be filed at the school location.

The following information is considered private and will not be placed in any publication, except where described below.

Today's Date _____

School Year _____

Student's Name _____

Mailing Address _____

City, State, and Zip Code _____

Home Phone _____

Age _____

Grade _____

Teacher's Name _____

School _____

I give permission for my child's writing, picture or art, first name and last name, age, grade, and school's name to be published on the Zachary Community School Board website at <http://www.zacharyschools.org> or in other media outlets.

Parent's Signature _____

Teacher's Signature _____

I have written this composition myself.
This work of art is my own original work.

Student's Signature _____

Students and Parents,

Welcome to the Zachary Community School System. Our district is ranked as a high academic performing school system in the State of Louisiana. It is an outstanding honor earned by the hard work and dedication of our students, faculty and staff. With your hard work this year, we can again be recognized among the elite.

Stellar academic opportunities and an environment of integrity and character are our goals. The teachers in our school district are tops in their fields. They are highly-qualified and supported by all of the resources they need to be successful in the classroom.

Our district is committed to enriching the whole child. We stress the importance of patriotism, good citizenship and doing the right thing. We prize character traits such as honesty, integrity and fairness.

Everyone has a part to play in ensuring our success. Parents, you must help us by making sure that your child attends school every day and is well-prepared to learn. Be involved in your child's learning. Help with homework, encourage reading. We expect nothing less than your child's best effort, and we pledge to give nothing less than ours.

A strong relationship between school and home is vital to the success of our students. Both the schools and the district office will regularly provide you with information through newsletters and materials sent home. We invite you to call the school or the superintendent's office with any questions you may have. Our offices are always open to you.

This book is intended to inform you of all the rules, regulations, responsibilities and expectations we have of our students. Respect for others is critical to an environment conducive to learning. Good behavior is expected of all students.

On behalf of the teachers, staff, administration and Board, I wish you a successful and enjoyable school year.

Sincerely,

Scott Devillier
Superintendent

**SECTION A:
STUDENT RIGHTS
AND REPSONSIBILITIES**

STUDENT RIGHTS AND RESPONSIBILITIES

QUALITY EDUCATION

RIGHT	RESPONSIBILITY
Students have the right to pursue, through study and application, a quality education at public expense and to attain personal goals through participation in the entire school program.	In order to obtain a quality education, students must attend classes daily, be on time for all classes, and obey school and district regulations.

ATTENDANCE

RIGHT	RESPONSIBILITY
All students have the right to attend school until graduation, provided they are not expelled because of their conduct.	Students are expected to be in attendance every school day scheduled by the Zachary Community School Board. The only acceptable reasons for being absent from school are listed below.

- Student absences may be excused due to extenuating circumstances for the following reasons:
 - Extended personal physical or emotional illness as verified by a physician
 - Extended hospital stay as verified by a physician
 - Extended recuperation from an accident as verified by a physician
 - Extended contagious disease within a family as verified by a physician
 - Visitation with a parent who is a member of the U.S. Armed Forces who has been called to duty or is on leave from a combat zone (not to exceed 5 days)
 - Observance of special and recognized holidays of the student's faith
 - Prior school system approved travel for education
 - Death in the immediate family (not to exceed one week)
 - Natural catastrophe and/or disaster

- Students granted excused absences for the above reasons shall be allowed to make up any schoolwork which was missed.
- For a student to be eligible to receive credit and make up work following an absence, the student shall be required in each instance to submit parental confirmation of the reasons for the absence. If a student is tardy or absent, the parent or guardian must submit a written excuse, signed and dated, to school authorities upon the student's return to classes, stating the reason for the student's absence from school. A doctor's, dentist's, or nurse practitioner's written statement of student's incapacity to attend school shall be required for those absences for three (3) or more consecutive days due to illness, contagious illness in a family, hospitalization, or accidents. All excuses for a student's absence, including medical verification of extended personal illness, must be presented within five (5) school days of the student's return to school, or the student's absence shall be considered unexcused and the student not allowed to make up work missed.
- Students shall request makeup work for days missed due to temporarily excused absences or extenuating circumstances.
- Since tardies are related to a student's attendance in school, they will be addressed by the school's recommended tardy plan. **Tardiness on the part of the student will not be tolerated.**
- Unexcused check-ins are considered tardies and absences in the classes missed.
- It is recommended that a student who becomes seriously ill (i.e. diabetes, heart condition, high blood pressure, cancer) or pregnant notify the principal or guidance counselor in writing immediately upon knowledge of the condition.
- A physician's statement shall be required to be put on file stating the pupil's medical condition, approval for continued attendance, and activities in which the pupil may not participate. The student shall keep the school administration continually apprised of his/her progress. The school shall not be held responsible for any medical problems that may arise with a student while in school.

RESPONSIBILITIES IMPOSED BY STATE LAWS AND REGULATIONS

- Louisiana Law mandates compulsory school attendance and every parent or legal guardian of a student shall enforce and be held accountable for the attendance of their child for every day scheduled by the school board until their 18th birthday, unless the student graduates before their 18th birthday. LA R.S. 221(A)
- Beginning in August 2010, in order to be eligible to receive grades/credit for course work, High School students will not be allowed to exceed five (5) absences per semester. Pre-K through Eighth Grade students will not be allowed to exceed ten (10) absences each school year. Absences of two or fewer consecutive school days due to personal illness or serious illness in the family may be validated by a parent written excuse note. If a student is absent for three (3) or more consecutive days, a student must present a note from a physician, nurse practitioner, or dentist to be excused. These new guidelines will not allow students to be excused for vacations or other family trips.

TRUANCY

The parent or legal guardian shall be responsible for enforcing the attendance of the student at the school to which the student is assigned. In any case in which the child is the subject of a court ordered custody or visitation plan, the parent or legal guardian who lawfully exercises actual physical custody or visitation of the child shall be responsible for the child's attendance at school on those days and shall be solely responsible for and absence or tardiness of the child on such days. Parents or legal guardians of any student who is considered habitually absent or habitually tardy shall be referred to the Zachary City Prosecutor and/or Zachary City Court, after reasonable efforts have been made by the school to correct the problem.

The Zachary Community School District will apply the following procedures to address the accumulation of unexcused absences and tardies:

- The principal of a school, or his/her designee, shall notify the parent or legal guardian in writing upon a student's *third* unexcused absence or unexcused occurrence of being tardy (late to school), and shall schedule a conference with such student's parent or legal guardian to discuss attendance and

next steps.

- Upon the student's *fifth* unexcused absence or unexcused occurrence of being tardy, the school shall notify the parent of the absence or tardy and schedule the parent for a required truancy workshop at the school with the SRO. (At this meeting, the school will make a copy of the parent's driver's license and add to the student's cumulative folder.)
- Upon the student's *eighth* unexcused absence or unexcused occurrence of being tardy, the school will notify the Supervisor of School and Home Relations, who will then attempt a home visit. If the home visit is unsuccessful, the Supervisor of School and Home Relations will make contact either verbally or in writing.
- Upon the student's tenth unexcused absence or unexcused occurrence of being tardy, the Supervisor of School and Home Relations shall refer the parent or guardian to the Zachary City Prosecutor.

SAFETY

RIGHT

Students have the right to expect that school will be a safe place to obtain an education.

RESPONSIBILITY

In order to assure the safety of others, students must follow established rules and regulations and conduct themselves in accordance with the rules.

It is the responsibility of the parent/guardian to insure that the school is given current, working telephone numbers, emergency numbers, and address. The school must be informed of any change in status concerning these numbers.

Students have a responsibility to report any problems at the school to the teachers and/or administrators.

ZACHARY COMMUNITY SCHOOL DISTRICT'S TIP REPORTING SERVICE

Safety is one of our district's top priorities, that's why we're now using Safe Schools Alert, a tip reporting system that allows students, staff, and parents to submit safety concerns to our administration five different ways:

1. **App: Search for "Safe Schools Alert" in the App Store to download for free**
2. **Phone: 225.570.4914**
3. **Text: Text your tip to 225.570.4914**
4. **Email: 1672@alert1.us**
5. **Web: zacharyschools-la.safeschoolsalert.com/**

Easily report General Tips or Threats of Violence. Tips may be submitted anonymously too. Thanks in advance for helping to make our school community a safer place to work and learn! We appreciate your support.

SCHOOL AND STUDENT SAFETY - THREATS

Threat is credible and imminent means that the available facts, when viewed in light of surrounding circumstances, would cause a reasonable person to believe that the person communicating the threat actually intends to carry out the threat in the near future or has the apparent ability to carry out the threat in the near future.

Threat of violence means communication, whether oral, visual, or written, including but not limited to electronic mail, letters, notes, social media posts, text messages, blogs, or posts on any social networking website, of any intent to kill, maim, or cause great bodily harm to a student, teacher, principal, or school employee on school property or at any school function.

Threat of terrorism means communication, whether oral, visual, or written, including but not limited to electronic mail, letters, notes, social media posts, text messages, blogs, or posts on any social networking website, of any crime of violence that would reasonably cause any student, teacher, principal, or school employee to be in sustained fear for his safety, cause the evacuation of a building, or cause other serious disruption to the operation of a school.

MANDATORY REPORTING

Any administrator, teacher, counselor, bus operator, or other school employee, whether full-time or part-time, who learns of a threat of violence or threat of terrorism, whether through oral communication, written communication, or electronic communication, shall:

1. Immediately report the threat to a local law enforcement agency if the threat is credible and imminent.
2. Immediately report the threat to school administrators for further investigation, in compliance with this policy, if the threat is not credible and imminent.

No person shall have a cause of action against any person for any action taken or statement made in adherence with the requirement for reporting as provided herein. However, the immunity from liability provided in this policy shall not apply to any action or statement if the action or statement was maliciously, willfully, and deliberately intended to cause harm to, harass, or otherwise deceive law enforcement or school officials.

Reporting Procedures

1. A standardized form is to be used by students and school personnel to report potential threats which requests, at a minimum, the following information:

- A. Name of school, person, or group being threatened.
 - B. Name of student, individual, or group threatening violence.
 - C. Date and time the threat was made.
 - D. Method by which the threat was made, including the social media outlet or website where the threat was posted, a screenshot or recording of the threat, if available, and any printed evidence of the threat.
2. A process for allowing school personnel to assist students in completing the standardized form.
 3. A process for allowing reporting by an automated voice system.
 4. A process for allowing anonymous reporting and for safeguarding the identity of a person who reports a threat.
 5. For every threat reported, a school administrator shall record, on the form provided, the action taken by the school.

If information reported to a school is deemed a threat to school safety, the school shall present the form and evidence to local law enforcement agencies. If the information poses an immediate threat, school administrators shall follow procedures provided in the school's *Crisis Management and Response Plan*.

THREAT ASSESSMENT

When any threat of violence or terrorism has been reported to a school administrator, an investigation shall be made according to administrative procedures which shall include, at a minimum:

1. Conducting an interview with the person reporting a threat, the person allegedly making a threat, and all witnesses, and;
2. Securing any evidence, including but not limited to statements, writings, recordings, electronic messages, and photographs.

If the investigation results in evidence or information that raises a concern that a threat is credible and imminent, the threat shall be immediately reported to a local law enforcement agency for further investigation.

MANDATORY EVALUATION

If a law enforcement agency, based on its investigation as required by La. Rev. Stat. Ann. §[17:409.4](#), determines that a student's threat is credible and imminent, it shall report it to the district attorney, who may file a petition no later than seven (7) days after receiving such report with the appropriate judicial district court for medical, psychological, and psychiatric examination. Where the district attorney, in his/her discretion, decides not to file the petition or does not file such petition during the requisite period, the student who is the subject of a complaint and investigation shall be permitted to return to school. The school shall permit a student who is the subject of a complaint and investigation to return to school if at any point prior to a hearing the threat is determined not to be credible after an investigation by the school administration, a law enforcement agency, or the district attorney or by order of the court after a hearing.

If the person who is reported to a local law enforcement agency is not a student, he or she shall not be permitted to be within five hundred feet (500') of any school until he or she has undergone a formal medical or mental health evaluation and has been deemed by a health care professional not to be dangerous to himself/herself or others.

OFFICIAL INFORMATION

RIGHT

Parents or guardians have the right to review with a counselor all official files and data which pertain to the student personally. Students 18 years of age or older may make the same request. They have a right to challenge the accuracy of the data through a formal hearing. Schools must produce such records for examination within 30 days of a written request. The school shall respond to reasonable requests for explanation and interpretation of a student's records.

No official record, file or data pertaining to any individual student that is personally identifiable to the student shall be released to anyone other than the student and/or parent except as authorized by law unless the student and/or parent has executed a written release of such information to a particular person or agency.

RESPONSIBILITY

Parents must provide the school with information of any illness, medication or medical condition that may affect the student's behavior and/or academic performance.

ON CAMPUS COMMUNICATIONS

RIGHT

Students have the right to express their opinions verbally, provided such expressions are not indecent, vulgar, or lewd and are not slanderous of another person.

Students have the right to distribute written materials, but prior to distribution, the student must receive written approval from the principal or his/her designee. The written approval will include the number of times a day and the number of days the material can be distributed in the school. At least 48 hours prior to the intended time for distribution, materials should be submitted for review to determine compliance with the above stated prohibitions. Distribution of materials in areas of the campus that would disrupt order or impede the free flow of student movement is prohibited. Students receiving permission to distribute the materials are also responsible for the cleanup of the materials distributed in a manner that is not disorderly or coercive, and all materials must bear a permanent official disclaimer of school sponsorship.

RESPONSIBILITY

Students are responsible for knowing that certain expressive activities are prohibited, such as:

- Indecent, vulgar or lewd material or obscenity;
- Material that invades the privacy of others;
- Material that promotes illegal activities;
- Material that infringes on someone's copyright; and
- Material from non-student sponsored organizations.

DRESS AND GROOMING

RIGHT	RESPONSIBILITY
<p>Students have a right to a safe and orderly environment. Uniforms have been shown to result in a safe and orderly environment for learning. The Zachary Community School Board has adopted a policy that requires all students shall wear mandatory uniforms.</p>	<p>All students have a responsibility to dress and appear on school campuses according to standards of propriety, safety and health set forth by the Zachary Community School Board and the School Improvement Team.</p>

The School Improvement Team will, after consultation with the populations they represent, recommend to the principal a suggested dress and grooming code in order that the principal may make informed decisions regarding the dress and grooming code for the school. The principal will make his/her decision in accordance with the constitution and laws of the United States of America and the state of Louisiana. The dress and grooming policy shall be posted at each school, and a copy sent home to each parent. Please refer to the School Handbooks for more detailed dress code information.

Student dress and grooming are not to adversely affect the students' participation in classes, school programs, other school related activities or detract from the learning environment of the school. Extremes in style and fit in student dress and extremes in style of grooming will not be permitted. Administrators are authorized to use their discretion in determining extremes in styles of dress and grooming and what is appropriate and suitable for school wear. No student shall wear, possess, use, distribute, display or sell any clothing, jewelry, emblem, blade, symbols, sign or other things which are evidence of affiliation with drugs, alcohol, violence or gang related activities or exhibits profane or obscene language/gestures. Policies regarding dress and grooming stress the importance of reducing distractions that inhibit learning and are addressed as an attempt to enhance the learning environment.

STUDENT DRESS CODE AND UNIFORM POLICY (PK-6)

All Zachary Community School students are required to wear a standard school uniform. Where possible, effort has been made to provide consistency within our grade cluster approach. Please note any grade level differences that may be specific to your child's school. The overall condition of uniforms should be void of excessive stains, fading, fraying, and should not have holes or cuts. If assistance is needed for compliance, please contact your child's school counselor or administrative team.

*In questions regarding student dress and grooming, the principal or his/her designee of each school shall make the final decision as to what is considered proper or improper dress according to the guidelines provided.

The uniform will consist of the following items:

Uniform Shirts

- Navy or White
- ZCSD logo required beginning in 5th grade
- Short sleeve or long sleeve
- Pull over golf style w/ collar buttons
- Shirts must be tucked in.
- Shirts must be worn under jumpers.
- Undershirts must be navy or white. Decals may not show through the material of the uniform shirt.

Uniform slacks/shorts

- Khaki
- Twill material/cotton fabric only (denim, corduroy, and any stretch fabric which cause pants to be tight fitting are not allowed)
- Shorts may not be more than 3 inches above the knee.
- Capri pants are allowed.
- Unacceptable: Cargo pants/shorts, jeggings, joggers, jeans
- Pants should be worn at the waist. Pants must be worn outside of footwear and may not be rolled at the ankle or gathered with elastic.

Belts

- In grades Pre-K through grade 4, shorts and pants (if belt loops

are present) must be worn with a solid black, brown, cordovan, white, khaki, or navy belt.

- In grades 5-6 all shorts and pants must have belt loops and be worn with a solid black, brown, cordovan, white, or navy belt.

Uniform Skirts, Skorts, and Jumpers for Girls

- Khaki
- Skirts may not be more than 3 inches above the knee.
- Shorts, tights, or leggings should be worn under skirts and jumpers. Long pants may not be worn under skirts or jumpers. Females may wear white, navy, black, khaki tights, or leggings under a skirt or dress (no stripes or patterns). Foot- less leggings must be worn with socks.

Footwear

- Shoes with a closed toe and closed heel are required. Athletic shoes are recommended, due to participation in Physical Education classes.
- Shoes must be laced tightly and appropriately to the top of the shoe. Shoes that have Velcro straps must be secured properly to the shoe as designed.
- Any type of boot style (cowboy, work, urban) is prohibited.
- Shoes with wheels or lights are prohibited.
- Socks must be worn and must be visible.
- Socks must be solid white, gray, dark blue, black, or brown.

Sweatshirts/sweaters

- Sweatshirts/sweaters that are worn as part of the school uniform must be solid white or navy blue.
- Logos on sweatshirts/ sweaters cannot be larger than 2 inches. Official school sweatshirts that are purchased through the school may also be worn.
- Non-zip sweatshirts with large front pocket should not be worn.

Over Garments

- In grades Pre-K through 6th grade over garments must be one of eight solid colors: navy, white, red, black, brown, gray, Columbia blue, or Khaki.

Headwear

- Headwear of any type is prohibited (hats, scarves, bandanas, cat ear headbands, etc.)

Book sacks /Purses

- No rolling book sacks allowed
- Pictures or writing on book sacks, purses, jackets, etc. of an offensive, derogatory, or obscene nature is prohibited at school (e.g. alcohol, tobacco, drugs, weapons, skulls, blood, etc.).
- Female students may have a small “clutch” purse at school in grades 5-6. (This will also be allowed in grades 3-4 where a parent deems it is necessary and approved by the administration.) Maximum size for purse is 6” tall and 10” long. No Fannie Packs or purses worn around the waist will be allowed.

Exceptions

- Boy Scout and Girl Scout uniforms may be worn to school on the day of a scheduled scout meeting.
- School specific “Non-uniform Day” contracts must be signed and returned before a student is allowed to a “Non-uniform Day”.

Dress and Grooming

- Hair must be clean, neat, and of a manageable length. Hair must sit at or above the eyebrows.
- Hair may not be longer than the collar on the back of male students.
- Hair should be natural hair colors. This includes braids that are woven into a student’s natural hair. No writing, symbols, carvings or Mohawk hair styles. No feathers or colored hair threads.
- Male students are not allowed to wear earrings of any kind, including studs or straws to preserve the pierced holes. Band aids or tape covering the piercing is also prohibited.
- Make up may not be worn. This also includes mascara and

lip- gloss.

- Earrings for girls should be no larger than the size of a nickel (grades3-6) and studs in grades PK-2
- Scarves are not to be worn/used as an accessory.
- Students may not wear chains, leather necklaces, plastic bracelets, or other jewelry which may cause injury during physical activities or a distraction during instruction.
- Sunglasses are not to be worn on school grounds, unless accompanied by a doctor's order, which must be presented to an administrator for approval.
- Writing on arms or other body parts or clothing with pens or markers is prohibited.
- Student ID badges must be worn throughout the day in grades 3-6. In grades pre-k through grade 2, student ID badges will remain at school each day.

STUDENT DRESS CODE AND UNIFORM POLICY (7-8)

Student Dress Code General Appearance

. The policy of the Zachary Community School Board shall be that no mode of attire shall be considered proper for school wear that disrupts the classroom and/or the school's positive learning environment. Any dress or grooming that attracts undue attention, disrupts school, or detracts from the learning process is unacceptable

** In questions regarding student dress and grooming, the principal or his/her designee of each school shall make the final decision as to what is considered proper or improper dress according to the guidelines provided.

Uniform Shirt

- Navy or White
- ZCSB logo required
- Short or long sleeve
- Pull over golf-style with collar and buttons
- No excessive stains, holes, or frays
- Sized correctly so that when arms are raised over the head, the shirt will stay tucked into the pants.

- Undershirts must be navy or white. Decals may not show through the material of the uniform shirt.

Uniform Slacks

- Khaki
- Twill/cotton fabric only (denim, corduroy, stretch fabrics which cause pants to be tight fitting are not allowed)
- Pants style – worn at the waist with belt loops.
- Unacceptable – jeans, Capri pants, cargo pants, crop pants, carpenter pants, sweatpants, joggers, leggings, jeggings, shorts, skorts, hip-huggers, biking shorts
- Pants must be worn outside of footwear and may not be rolled at the ankle or gathered with elastic.

Belts

- Solid colors only – black, brown, cordovan, white, khaki, or navy
- Studded belts not allowed
- Belt buckles may not exceed two inches in height or width.
- Belt must be visible.

Skirts for Girls

- Khaki
- Twill/cotton fabric only
- Loose fitting
- Knee length

ID Badge

- The student ID is considered part of the uniform and must be worn daily. The student's picture must be visible and not defaced in any way. Students may attach a key to the ID but excessive items hanging on the ID is not allowed.

Footwear

- Closed toe and heel required (Tennis shoes, loafers, oxfords, crocs are recommended and acceptable)
- Laced shoes must be laced tightly and appropriately to the top of the shoe.
- Velcro shoes must be secured properly to the shoe as de-

signed.

- Boots are acceptable as long as the pants fit properly OVER the boot.
- Steel toe boots, sandals, flip-flops, house shoes, slippers, high heel style, backless shoes are not acceptable.
- Socks are required.

Coats, Sweatshirts, Sweaters, Windbreakers, Jackets

- Solid colors only – 8 colors accepted (navy, white, red, black, brown, gray, Columbia blue, khaki)
- Denim jackets are allowed.
- Rips, holes, and embellishments are prohibited on the jackets
- Logos larger than 2 square inches and stripes on the sleeves or anywhere on the outerwear are unacceptable.
- Over garments affiliated with a ZCSB school only are acceptable
- Spirit wear approved by the administration will be allowed on predetermined days.

Dress and Grooming

Hair

- Must be clean, neat, and a manageable length
- Must sit at or above the eyebrows
- Must be collar length or shorter in the back (males only)
- Braided hair must remain braided throughout the day
- One natural color only
- Not allowed – Mohawk styles, writing, carvings, parts, hair feathers, beads
- Must be moderate in height so as not to obstruct visibility in the classroom
- Male students must be clean shaven

****Students whose hair is too long in the opinion of the administration will be notified and given 3 days to correct it before being sent to TOR. Student will remain in TOR until hair length meets dress code.

Headwear

- Not allowed – hats, caps, scarves, bandanas, hairnets, visors, hair combs, metal picks, curlers, sunglasses, rat-tail combs, spinners

- Headbands are allowed but may not be larger than two inches.

Make up

- Natural looking make-up is allowed. Abnormal/excessive makeup is prohibited (black lips, excessive eyeliner, white foundation)
- Students will be required to remove prohibited make-up
- Nails
- Fingernails must be kept clean and of a manageable length so that students are able to accurately type and use writing utensils.

Accessories

- Females may wear one earring per ear only.
- Earrings may not be larger than a quarter in size.
- Males are not allowed to wear earrings, studs, or straws.
- Band aids or tape may not be used to cover piercings.
- Body piercings of any kind are not allowed.
- Tattoos are not allowed and must be covered at all times.
- Students may not write on arms or any other body parts with pens or markers.
- Grills are not allowed.
- Wallet chains, dog chains, excessive rings, spinners not allowed.

Book-sacks/Purses

- Book-sacks and large purses are not allowed on the NMS campus.
- Exception: Students may bring a small bag on Mondays and Fridays to transport their P.E. uniforms to and from school. Female Students may have a small “clutch” purse at school (maximum size for a purse is 6” tall and 10” long. Students who choose to bring book-sacks or large purses to school will have them taken up and returned only to a parent/guardian.

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STUDENT DRESS CODE AND UNIFORM POLICY (9-12)

Uniform Shirts

- Navy or white
- ZCSD logo required

- Short or long sleeve
- Pull over golf styled with collar and buttons.
- No excessive strains, holes, or frays.
- Undergarments must not be visible. Only white undershirts may be worn. Decals and other colors may not show through the material of the uniform shirt.
- Long-sleeved shirts over the uniform shirts are not allowed.
- Shirts must be tucked into the pants and must be long enough to stay tucked when the arms are raised over the head.

Uniform Slacks

- Khaki.
- They should be a style worn at the waist and must have belt loops.
- They may not be rolled at the waist or ankle, nor may they be gathered by elastic at the ankle. Length of slacks must be to the top of the shoe.
- Pants made of denim, corduroy, or any stretch fabric are prohibited. No slacks with pockets below the hips may be worn. Tight-fitting pants or excessively loose-fitting pants are unacceptable. No frayed hems on slacks will be allowed. All pants must be worn with a solid black, brown, khaki, cordovan or navy belt. Belts must be visible. No leggings, jeggings or joggers.

Uniform Skirts

- Skirts are not to be worn unless approved by the principal for religious reasons.

Shoes

- Shoes with closed toe and closed heel are required. Boots, Loafers, oxfords, and athletic style shoes are acceptable; however, slacks must be worn over boots.
- Sandals, flip-flops, house shoes, slippers, and similar types of shoes are not acceptable.
- Shoes with excessively high heels or excessively raised shoes are not permitted for safety reasons. Loose shoelaces or loose straps on shoes are prohibited.

Over Garments

- A hoodless sweatshirt in SOLID navy, red, black, white, Columbia blue, or gray may be worn during cold weather.
- Large logos on sweatshirts, jackets, or coats are not acceptable. No more than one small logo (small logo cannot be more than two inches' square)
- Coats and jackets, if hooded, must be removed before entering the building/classroom. Hoods are not to be worn on campus. Administration will make exceptions for inclement weather days relative to outer garments. Any outer jacket or coat must be solid NAVY, BLACK, BROWN, KHAKI, RED, WHITE, GRAY, or approved Zachary High School at-tire. Denim jackets or jackets with excessive fur or trim are prohibited. No more than one small logo is acceptable on the outer garments (small logo cannot be more than two inches' square).
- Coats or jackets may not exceed mid-thigh length.

Exceptions to the Uniform Policy

- JROTC uniforms, when directed to be worn by the Senior Army Instructor are allowed during regular school hours.
- Head Coaches, Spirit Group Sponsors and Club Sponsors, in conjunction with the Administration, may allow their teams/ squads/ groups to wear their spirit dress on certain approved pre-determined days. Only athletic and spirit squads, clubs or organizations are to be included, except in certain, rare, Administrator - approved situations.

Physical Education Uniform

- All students (boys and girls enrolled in a physical education program) will be required to dress in a full physical education uniform available through the school.
- Uniforms may be used from one year to the next if they are in good condition. Uniforms may be purchased from your physical education teacher. For questions about sports at Zachary High, please contact David Brewerton, Athletic Director, at 658-7332.

Dress and Grooming Code

- Caps, hats, scarves or head coverings are NOT to be worn during the school day or inside the school building at any time. DO NOT BRING CAPS OR HATS ON CAMPUS DURING SCHOOL TIME. THEY WILL BE CONFISCATED.

- Rollers, picks, curlers, forks, beads, or combs in hair are prohibited.
- Hair should be a natural color. Hair colors such as blue, green, burgundy, etc. and styles that are a distraction to the learning environment are not permitted.
- Ponytails or headbands on males are unacceptable. Male hair length shall not exceed the collar of the shirt nor shall it be worn in styles that cover the student's eyes.
- NO FACIAL HAIR WILL BE ALLOWED ON STUDENTS. Sideburns should be no longer than the bottom of the ear.
- Male students are not allowed to wear earrings (or straws to preserve the pierced hole). Band-Aids are not allowed to cover earrings or nose rings. Girls will be allowed to wear earrings, but they cannot be larger than the size of a quarter. Excessive jewelry is not allowed. Other visible body piercing or tattoos of any type is not allowed.
- Sunglasses are not to be worn on school grounds.
- Pictures or writing on garments, book sacks, gym bags, jackets, skin, etc., of an offensive, derogatory, profane, suggestive, or obscene nature is prohibited at school (e.g. alcohol, tobacco, drugs, weapons, skulls, blood, etc.).
- A valid ZHS student ID must be worn with a ZHS lanyard. Temporary ID's must be worn on the left or right chest.

After School Dress Policy

- Decent, appropriate dress should be worn at all school-sponsored events. Students whose dress or grooming is deemed inappropriate in the opinion of the administration or staff member will be sent home to make proper adjustments.

Spirit Day and PTO Jean Dress Day Code

- ZHS spirit shirt with appropriate shoes according to the uniform shoe policy may be worn on Spirit Days. Holes or fake holes in jeans are not allowed on PTO Jean Days.

THE ADMINISTRATION OF ZACHARY HIGH SCHOOL RESERVES THE RIGHT TO JUDGE THE DRESS OF ANY STUDENT AS APPROPRIATE OR INAPPROPRIATE. AT ANY POINT DURING THE SCHOOL YEAR, THE SCHOOL ADMINISTRATION RESERVES THE RIGHT TO UPDATE THE

UNIFORM AND GROOMING POLICIES TO ADDRESS ANY ISSUES THAT MAY ARISE AND ARE NOT SPECIFICALLY ADDRESSED IN THE WRITTEN POLICY. ADMINISTRATIVE DIRECTIVES PROVIDED OVER THE INTERCOM OR IN PERSON TO A STUDENT ARE CONSIDERED ADDENDUMS TO THE WRITTEN DRESS CODE POLICY AND WILL BE ENFORCED.

ORDERLY CLASSROOM

RIGHT	RESPONSIBILITY
Students have the right to orderly classrooms in order to have the most effective means of receiving instruction each class day.	Students must follow the established classroom rules and regulations as provided by the teacher for each class.

CLASSROOM DISCIPLINE

- When a student’s behavior prevents the orderly instruction of other students, or poses an immediate threat to the safety or physical well-being of any student or teacher, or when a student exhibits disrespectful behavior toward the teacher such as using foul or abusive language directed at a teacher or threatening a teacher, the teacher may have the student immediately removed from the classroom and placed in the custody of the principal or a designee. A student removed from the classroom shall be assigned school work missed and shall receive either partial or full credit for such work, upon the recommendation of the student’s teacher, if it is completed satisfactorily and timely as determined by the principal or his/her designee.
- For a student sent to the principal by the teacher, the principal or a designee shall conduct a counseling session with the student as appropriate. A student in kindergarten through grade six removed from the classroom by the teacher shall not be permitted to return to the class for at least 30 minutes unless agreed to by the teacher initiating the disciplinary action. A student in grade seven through twelve removed from the classroom by the teacher shall not be permitted to return to the class during the same class period unless agreed to by the

teacher initiating the disciplinary action.

- Prior to readmission of the student to the classroom, the principal shall implement one of the following disciplinary measures in addition to the due process as required.
 - in school suspension;
 - detention;
 - suspension;
 - initiation of expulsion hearing;
 - requiring the completion of all assigned school and homework which would have been assigned completed by the student during the period of suspension; or
 - any other disciplinary measure authorized by the principal with the concurrence of the teacher or the building level committee.
- When the student is removed from the classroom by the teacher, the teacher may require that the parent or legal guardian of the student have a conference with the teacher in the presence of the principal or a designee before the student is readmitted to the classroom. Upon the third removal from the same classroom, a conference between the teacher and the student's parent or guardian shall be required prior to the student being re- admitted to the classroom.
- If the disruptive behavior persists in a classroom by a student, the teacher may request that the principal transfer the student into another setting.

FULL PARTICIPATION

RIGHT	RESPONSIBILITY
Students have a right to expect to be able to have full participation in all school organizations based upon their academic credentials and personal talent in accordance with School Board policy and guidelines governing that particular activity.	Students have a responsibility to take part in all school activities which are designed to help develop them into fully functioning, self-reliant adults.

ACCESS TO OUTSIDE SPEAKERS

RIGHT	RESPONSIBILITY
Recognized, approved student organizations have the right, with the approval of the principal or a designee, to present appropriate outside speakers, films, and other media which afford an opportunity for cultural development and/or academic accomplishment.	Students have the responsibility to petition for speakers through the previously established procedures of the school. They must also inform the speaker of the school restrictions on such presentations and assemblies as prescribed in writing by the principal or a designee.

DECISION MAKING

RIGHT	RESPONSIBILITY
Students have the right to assist in decisions that affect their lives in school. This right includes decisions related to election of courses of study beyond the required curriculum, participation in activities, and representation in an active, student government organization.	Students should take part in student government by running for office or voting for the candidate of their choice. They are also responsible for making any problems known directly to the staff or through this representation.

DUE PROCESS

RIGHT	RESPONSIBILITY
No student shall be punished for committing any offense except in accordance with law and School Board regulations, and every student shall be afforded due process of law. A copy of the	

Student Rights & Responsibility Hand- book and Discipline Policy listing School Board regulations requiring or prohibiting certain conduct and the ensuing punishments for violations shall be made available to all students.	
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- Due process shall include that the student be advised by the principal or a designee of misconduct of the regulation which has been violated and the detailed reasons for such accusation. The student must be asked to explain his or her version of the facts to the school principal or a designee. A student accused of committing a battery on any school employee shall be suspended by the principal or designee from school immediately and the student shall be removed immediately from the school premises without the benefit of required procedures, provided, however, that such procedures shall follow as soon as practical. For short-term suspension, the student has the right to appeal to the Superintendent or his designee. Should the offense call for long-term suspension, or expulsion, the student shall be entitled to a hearing before the Superintendent or a designee. For an expulsion there may be an appeal to the School Board. Students are entitled to be represented by anyone they choose, including an attorney. The right of due process is more fully described in La. R.S. 17:416, et seq., of the laws of the State of Louisiana and in this handbook.
- Students attending alternative schools and/or programs as a direct consequence of a hearing for long-term suspension and/or expulsion from their original school have already been afforded due process of law. If behavior warranting expulsion occurs at the alternative school, due process has already occurred and no additional hearing is required.
- Students with disabilities, who have been placed in an alternative setting through the Individual Education Program (IEP) process, must be provided due process at the alter- native setting if behavior warranting expulsion occurs at the alternative setting.

BUS SAFETY

RIGHT	RESPONSIBILITY
Students who ride the school bus to and from school should recognize that it is a privilege. Students have the right to expect that the school bus will be a safe means of transportation	Students must follow established school bus rules and regulations in order to insure the safety of others, or lose the privilege of riding the bus.

TRANSPORTATION: WHO IS ELIGIBLE?

- All Pre-K students who live 1 mile from their school of attendance.
- All grade students who live 1 mile from their school of attendance.
- Students who are authorized through the Superintendent's Office or the School Board.

TRANSPORTATION FOR PRE-K TO 2ND GRADERS

- All PreK-2nd graders must be accompanied to the bus. On the return trip, a responsible party must also be waiting at the designated stop to accept the student when the bus arrives.
- Drivers and monitors are strictly prohibited from abandoning other students on the bus to get a student to their door.
- Drivers are not to drive around the neighborhood or repeatedly double back to the stop looking for someone to accept the student.
- Drivers will notify dispatch, after every effort has been made to contact the parents.

UNDELIVERABLE STUDENTS: WHERE DO THEY GO?

- Early Childhood and Special Education students with door stops must be met at their P.M. bus stop by a responsible party. If no one meets the student, he/she is considered "undeliverable".
- If the student has an emergency contact person on file (within the immediate vicinity of the student's home) that

person will be asked to accept the student.

- In the event that we are unable to contact a parent, the child will be brought to First Student offices located at 23280 Jacock Rd., Slaughter, LA. After normal business hours, the child will be brought to the Zachary Police Department and reported to Child Protection Services.
- Drivers will notify dispatch, every effort will be made to contact the parents.

Parents who repeatedly use the emergency address or cause students to be taken back to First Student risk losing transportation privileges for their student.

BUS DISCIPLINE

- Discipline problems on the school bus will be dealt with by the principal or a designee of the school responsible for the student in accordance with state laws and parish regulations. The principal or a designee will take action necessary to ensure operational safety of the buses.
- Procedures for removing a student with disabilities from a bus must follow the same procedures as when a student with disabilities is removed from school through suspension or expulsion.

BUS REGULATIONS

- Students shall:
 - cooperate with the driver since their safety depends on it;
 - be on time because the bus will not wait;
 - cross the road cautiously when waiting for and leaving the bus;
 - follow driver's instructions when loading and unloading;
 - remain quiet enough not to distract the driver;
 - have written permission from parent or guardian and be authorized by the principal or designee to get off at a stop other than their own; and
 - be courteous and safety conscious in order to protect and enjoy their riding privilege.

- Students shall not:
 - stand when a seat is available and the bus is in motion;
 - extend arms, head or objects out of windows or doors;
 - throw objects in the bus or out windows or doors;
 - use the emergency door except for emergencies;
 - eat or drink on the bus;
 - damage the bus in any way;*
 - use the following items on the bus: tobacco, matches, cigarette lighters, obscene material;*
 - fight on the bus;*
 - board the bus at the incorrect stop;
 - leave the bus without permission;
 - show disrespect to the driver;*
 - commit an immoral or vicious act;*
 - refuse to occupy an assigned seat;
 - use profane language; show willful disobedience;* or
 - carry objects or implements which can be used as weapons.*
- The following items are not allowed on the bus:
 - alcohol, drugs, tobacco, matches, cigarette lighter and ALL telecommunications devices;*
 - pets (cats, dogs, etc.);
 - glass objects (except eyeglasses);
 - weapons (including knives or objects or implements which may be used as weapons);*
 - objects too large to be held in laps or placed under seats; or
 - use or possession of any item which is inappropriate at school shall not be allowed on the bus.
- Students may be subject to the following consequences for minor offenses:
 - First Offense
 - A conference will be held with the student and parent/guardian will be notified.
 - Second Offense
 - Student will be denied bus transportation for 1-2 days. Parent/guardian will be notified.
 - Third Offense
 - Parent/guardian will be notified and student will be denied bus transportation for 3-5 days.
 - Fourth Offense

Permanent suspension for the school year from all bus transportation will be enforced after notifying parent/guardian.

*NOTE: Major offenses will result in more severe punishment such as suspension/expulsion from school. Any misbehavior on the bus, walking to or from the bus stop, or going to or returning from school may result in temporary or permanent loss of bus riding privileges. In this case, transportation to and from school becomes the responsibility of the parent/guardian.

Bus Transportation is provided by First Student Transportation. This office is located at 23280 Jacock Rd., Slaughter, LA . You can reach them by telephone at 225-654-9729.

SEARCHES: STUDENTS AND SCHOOL PROPERTY

The Zachary Community School Board is the exclusive owner of any public school building and any desk or locker utilized by any student contained therein or any other area that may be set aside for the personal use of the students. Any teacher, principal, administrator, or school security guard employed by the School Board, having a reasonable belief that any public school building, desk, locker, area or grounds of any public school contains any weapons, illegal drugs, alcoholic beverages, nitrate based inhalants, stolen goods, or other items the possession of which is prohibited by any law, School Board policy, or school rule, may search either physically or with the use of metal detectors such building, desk, locker, area or grounds of said public school. The acceptance and use of locker facilities or the parking of privately owned vehicles on school campuses by students shall constitute consent by the student to the search of such locker facilities or vehicles by authorized school personnel. Students shall have no expectation of privacy in use of the lockers which have been assigned to them. The School Board reserves the right to inspect or search at any time lockers, desks, or any facilities, objects, or vehicles on the school campus, or other areas used by students. Any student not present during the search shall be informed of the search immediately thereafter.

Students and parents shall be notified in writing at the beginning of each school year of the School Board's authority to conduct unannounced searches of students, lockers, automobiles, school

employees, and any other person or object on School Board property and at school sponsored events. Signs of high visibility informing the general public of the School Board's search authority shall be posted at entrances to all School Board buildings.

Upon any such violation, the student shall be automatically suspended and/or recommended for expulsion by school authorities, as appropriate. Investigative facts and/or seized items shall be immediately turned over to the proper law enforcement officials.

Whenever any search is conducted pursuant to this policy, as soon as is reasonably practical a written record shall be made thereof by the school administrator/designee conducting the search and such record shall include the name of the student and/or person(s) involved, the circumstances leading to the search and the results of the search. This written, dated and signed record shall be filed and maintained in the school administrator's office, and a copy of it shall be sent to the Superintendent within five (5) days. The student(s) and parent(s)/guardian(s) shall be given a written receipt for any item(s) seized and/or impounded by the school administrator/ designee.

SEARCH OF VEHICLES

The School Board shall require students who bring vehicles on campus to register those vehicles and to provide the school authorities with a *consent to search* of such vehicle signed by the student, parents and/or owner of the vehicle. Any vehicle parked on School Board property may be searched without consent at any time by a school administrator/designee when such school administrator/designee has articulable facts which lead the school administrator/designee to a reasonable belief that weapons, dangerous substances or elements, illegal drugs, alcohol, stolen goods, or other materials or objects the possession of which is a violation of law, School Board policy or school regulations will be found. Searches may also be conducted to assure compliance with health, safety, and/or security laws, rules, or regulations. Such searches shall be conducted in the presence of the student whenever possible.

If the automobile is locked, the student shall unlock the automobile. If the student refuses to unlock the automobile, proper law enforcement officials shall be summoned, and the student shall be subject to disciplinary action. Any student not present during the search shall be informed of the search immediately thereafter.

SEARCHES OF STUDENT'S PERSON

If at all possible, searches of students should be conducted outside the presence of other students;

- Students should be asked to empty all of their pockets before the physical search of a student is conducted; and
- If a “pat down” search of a student is to be conducted, that search should be conducted by a teacher, principal, school security guard, or administrator of the same gender if at all possible. The delay in finding a person of the same gender should not create a significant likelihood that the item(s) sought in the search will be altered, destroyed, or disposed of in the meantime.
- No action taken pursuant to this policy by any teacher, principal, school security guard, or administrator, employed by the Zachary Community School Board, shall be taken maliciously or with willful and deliberate intent to harass, embarrass or intimidate any student.
- Whenever any search is conducted of the person of any student based on individual suspicion of that student, a written record shall be made thereof by the person conducting the search and shall include the name or names of the persons involved, and the circumstances leading to the search and the results of the same. This record shall be filed and maintained in the principal’s office and a copy forwarded to the parent of the student involved.
- Specially trained dogs may be used only for searches of lockers, rooms, buildings and parking lots. A dog may not be used for the search of the person of a student.

SEARCHES: PERSONS OTHER THAN STUDENTS

Any school principal, administrator, teacher or school security guard may search the person, book bag, briefcase, purse, or other object in possession of any person who is not a student enrolled at the school, or a school employee, while in any school building or on school grounds. This search may be done randomly with a metal detector. When there is reasonable suspicion that such person has any weapons, illegal drugs, alcohol, stolen goods, or other materials or objects in violation of the School Board's policy, they may be searched.

**SECTION B:
DISCIPLINE POLICY**

DISCIPLINE POLICY

It is the purpose of the Zachary Community School Board to operate the schools in a manner that will provide an orderly process of education and that will provide for the welfare and safety of all students who attend these schools. The school's primary goal is to educate, not discipline; however, when the behavior of the individual student comes in conflict with rights of others, corrective actions may be necessary both for the benefit of that individual and the school as a whole.

The Zachary Community School Board takes a position of “ZERO TOLERANCE” with regard to weapons, explosives, physical attacks or batteries, and illegal narcotics, drugs, alcohol and controlled substances. Such conduct will not be tolerated by the School Board. These offenses require immediate recommendation for expulsion.

Each student attending Zachary Community School Board school has a right to a quality education. The most important events that occur on the school campus occur in the classroom. To maintain a safe learning environment, certain offenses will not be tolerated and may result in disciplinary action, Saturday school, time-out room or suspension/expulsion.

At the beginning of each school year, all schools of the Zachary Community School District shall provide each student, and his/her parent, tutor, or legal guardian with a *Student Handbook* or similar document that identifies and explains discipline policies, rules or regulations, and procedures that are parish-wide and/or specific to that school, as well as outline the consequences for students who violate the *Student Code of Conduct* or any school policy, regulation, or procedure. All students are required to complete the handbook receipt page of this handbook and return with their parents' signatures verifying that they have received a copy of the handbook or current revisions.

ORIENTATION

Each school shall plan and conduct an orientation and other meetings within the first five (5) days of school each year to fully inform all employees and students of all discipline policies, provisions of the *Student Code of Conduct* applicable to such students, and rules and regulations necessary for the safe and orderly operation of the public schools. The orientation shall also

include information on the consequences of failure to comply with disciplinary rules and requirements of the *Student Code of Conduct*, particularly bullying and similar prohibited conduct, including suspension, expulsion, the possibility of suspension of student's driver's license, and the possible criminal consequences of violent acts committed on school property, at a school-sponsored function, or in a firearm-free zone.

STATEMENT OF COMPLIANCE

Each student in grades 4-12 and each parent or guardian of a student in grades 4-12, shall annually sign a Statement of Compliance. Failure by a student and/or parent or guardian to sign the respective Statement of Compliance may result in disciplinary action.

As a public agency, the school shares the responsibility with parents to educate, guide, and, when necessary, discipline students. In an effort to assure parental understanding and support of the school's shared responsibility, the School Improvement Team will meet to discuss school-wide disciplinary problems and trends and to make recommendations in these areas.

The disciplinary measures taken should be positive, constructive, and directed toward serving educational ends. They should be taken with parental involvement and notification. The purpose of all disciplinary action is to mold future behavior and to teach the student that education is a right qualified by compliance with reasonable rules and regulations and that there will be consequences for non-compliance.

Deviations of behavior may result in attendance at Saturday School, Time-out rooms , Character Action Training classes, suspensions, and/or expulsions. It is the express policy of the School Board to utilize alternatives to suspensions and expulsions and to reserve the use of suspensions and expulsions as the last step in progressive discipline based on the nature of the offense.

Every teacher and other school employees in the Zachary Community School System shall endeavor to hold each student to a strict accountability for any disorderly conduct in school, or on

the playgrounds of the school, on any school bus, on the street or while going to or returning from school, during intermission or recess, or at any school sponsored activity or function. It is the final authority of the principal or a designee to maintain discipline during the school day and at any school function.

DISCIPLINE OF STUDENTS WITH DISABILITIES

Discipline of students with disabilities shall be in accordance with applicable state or federal law and regulations.

ZERO TOLERANCE FOR FIGHTING POLICY

- Students involved in a fight at school will be subject to suspension or expulsion as stated in this handbook.
- Pushing and shoving are not considered fighting, but once a punch is thrown, a “fight” has occurred.
- Since pushing and shoving lead to fighting and are violations of school policy, the student will be subject to suspension or expulsion as stated in this handbook.
- Non-aggressive self-defense allows the student to defend himself against an attack, but only to the point where the attacker backs off.
- Students who are suspended for fighting will be required to undergo counseling before being readmitted to school.
- Counseling will include anger management and conflict resolution. It will be provided and supervised by the Zachary Community School Board. Parents or guardians will be advised and encouraged to participate.
- This Zero Tolerance for Fighting Policy is in effect from the time the student leaves home for school until the time the student returns home from school. It is also in effect during all school-related activities. It is your responsibility to alert a principal, teacher, coach, etc. to any hostile attempt directed to you. Administrators are then required to take immediate action to prevent further hostile attempts.

MINOR OFFENSE REGULATIONS

MINOR OFFENSES AND DISCIPLINE

Definition: Minor offenses shall include but not be limited to the following:

- Cutting class
- Unexcused tardies
- Disobedience
- Profane/abusive language
- Possession of inappropriate articles at school, such as trading cards, comic books, games, etc.
- Throwing objects
- Refusing to sit in assigned seat

Disposition of Minor offenses

1. The teacher shall do one or more of the following:
 - a. Counsel/warn the student.
 - b. Administer constructive punish work.
 - c. Contact parent or guardian by phone or request a conference to be held at school.
 - d. Written notification to parents of disruptive or unacceptable behavior, a copy of which shall be provided to the principal.
 - e. Other disciplinary measures approved by the principal and faculty of the school and in compliance with school board policy.
 - f. Refer student to administration when necessary, using the proper referral procedure.
2. The administrator shall do one or more of the following:
 - a. Counsel/warn the student.
 - b. Refer the student to the school counselor.
 - c. Refer to Saturday School.
 - d. Refer to Time-Out Room (TOR) or Character Action Training (CAT) class where available.
 - e. Seek and encourage parent/guardian involvement.

* NOTE: An accumulation of offenses may result in the taking of more severe disciplinary action such as short-term suspension or long-term suspension.

MAJOR OFFENSE REGULATIONS

MAJOR OFFENSES AND DISCIPLINE

- Dispositions given for each offense are maximums.
- Except in offenses which the School Board has taken the position of “ZERO TOLERANCE,” administrators may assign or recommend lesser punishments according to their determination of the nature and circumstances of the offense.

NOTE: If a school has rules in addition to those set forth in this handbook, those rules shall be in writing and a copy shall be provided to the students. These rules shall not conflict with those found in this handbook.

ALCOHOL AND DRUG OFFENSES

The Zachary Community School Board is dedicated to providing a drug-free learning environment for the students attending public schools. The Board directs that each student shall be specifically prohibited from being under the influence of, bringing on, consuming, or having in his/her possession on a school bus, on school premises, or at a school function away from the school, any alcoholic beverages, intoxicating liquors, narcotic drugs, prescription medications, marijuana, inhalants, imitation or counterfeit controlled substances, or other controlled substance as defined by state statutes, unless dispensed by a licensed physician as allowed by law.

Any student found in violation of the above shall be suspended and recommended for expulsion by the principal. The principal shall immediately notify the parents or guardian, by telephone, of any student found in violation of this policy. If the parents or guardian cannot be reached by phone, the principal shall then notify them of the action by sending a letter within twenty-four (24) hours.

State law mandates that teachers and other school employees report suspected substance abuse in school. These cases shall be reported to the principal and the *Substance Abuse Prevention Team* in the school. The principal must report each case of possession, distributing, sales or manufacturing to the proper law enforcement authority.

MAJOR DRUG, FIREARM AND KNIFE LAWS

Administrators may not assign lesser punishment for the following offenses:

(The Zachary Police Department shall be notified when a student is in possession of drugs, intending to distribute drugs, or distributing drugs in a Drug Free Zone, or is in possession of a knife, firearms or explosives).

- Any student, age sixteen (16) or older, or under six-teen (16) and in grades six (6) through twelve (12), who is found guilty of being in possession of a firearm on school property, a school bus, or in actual possession at a school-sponsored event, following a hearing, shall be expelled from school for a minimum period of four(4) complete school semesters and shall be referred to the district attorney for appropriate action.
 - Any student in kindergarten through grade five (5) who is found guilty of being in possession of a fire- arm on school property, on a school bus, or in actual possession at a school-sponsored event, following a hearing, shall be expelled from school for a minimum period of two (2) complete school semesters and shall be referred to the district attorney for appropriate action.
 - The Superintendent, however, may modify the length of the minimum expulsion required in the above paragraphs on a case-by-case basis, provided such modification is in writing.
 - La. R.S. 17:416 (C)(2)(a)(i) and (b)(i). Under the above circumstances, students with disabilities will be disciplined under Louisiana's Regulations for Implementation of the Children with Exceptionalities Act
 - (R.S. 17:1941, et seq); Title 28 Part XLIII Bulletin 1706 Subpart A - Regulations for Students with Disabilities, Section 519 B.
- Any student, sixteen (16) years of age or older, found guilty of possession of, or knowledge of and intentional distribution of or possession with intent to distribute any illegal narcotic, drug, or other controlled substance on school property, on a school bus, or at a school-sponsored event, following a hearing, shall be expelled from school for a minimum period of four (4) complete school semesters. Any student who is

under sixteen years of age and in grades six (6) through twelve (12) and who is found guilty of possession of, or knowledge of and intentional distribution of or possession with intent to distribute any illegal narcotic, drug, or other controlled substance on school property, on a school bus, or at a school-sponsored event following a hearing, shall be expelled from school for a minimum period of two (2) complete school semesters.

- Any case involving a student in kindergarten through grade five (5) found guilty of possession of, or knowledge of and intentional distribution of or possession with intent to distribute any illegal narcotic, drug, or other controlled substance on school property, or a school bus, or at a school-sponsored event, following a hearing, shall be referred to the Board through a recommendation for action from the Superintendent.
- The principal or designee shall immediately suspend a student who is found carrying or possessing a firearm or knife, the blade of which equals or exceeds two inches in length, or other dangerous instruments. He/ she shall immediately recommend the student's expulsion except, in the case of a student less than eleven (11) years of age in kindergarten through grade five who is found carrying or possessing a knife as described in this section. The principal or designee may, but shall not be required to recommend the student's expulsion.
- In addition, school officials, in accordance with statutory provisions, shall have total discretion and shall exercise such discretion in imposing on a pupil any disciplinary actions authorized by state law for possession by a pupil of a firearm or knife on school property when such firearm or knife is stored in a motor vehicle and there is no evidence of the pupil's intent to use the firearm or knife in a criminal manner.

BULLYING AND HAZING POLICY

The Zachary Community School Board is committed to maintaining a safe, orderly, civil and positive learning environment so that no student is subject to bullying, hazing, or similar behavior while in school or participating in school-related activities. Students and their parents/guardians shall be notified that the school, school bus,

and all other school environments are to be safe and secure for all. Therefore, all statements or actions of bullying, hazing, or similar behavior made on campus, at school-sponsored activities or events, on school buses, at school bus stops, and on the way to and from school shall not be tolerated. Even if made in a joking manner, these statements or actions of bullying, hazing, or similar behavior towards other students or school personnel shall be unacceptable.

All students, teachers, and other school employees shall take responsible measures within the scope of their individual authority to prevent violations of this policy.

Bullying shall mean:

- A pattern of any one or more of the following:
 - Gestures, including but not limited to obscene gestures and making faces.
 - Written, electronic, or verbal communications, including but not limited to calling names, threatening harm, taunting, malicious teasing, or spreading untrue rumors. Electronic communication includes but is not limited to a communication or image transmitted by email, instant message, text message, blog, or social networking website through the use of a telephone, mobile phone, pager, computer, or other electronic device.
 - Physical acts, including but not limited to hitting, kicking, pushing, tripping, choking, damaging personal property, or unauthorized use of personal property.
 - Repeatedly and purposefully shunning or excluding from activities.
- Where the pattern of behavior as enumerated above is exhibited toward a student, more than once, by another student or group of students and occurs, or is received by, a student while on school property, at a school-sponsored or school-related function or activity, in any school bus or van, at any designated school bus stop, in any other school or private vehicle used to transport students to and from schools, or any school-sponsored activity or event
- The pattern of behavior as provided above must have the effect of physically harming a student, placing the student in reasonable fear of physical harm, damaging a student's

property, placing the student in reasonable fear of damage to the student's property, or must be sufficiently severe, persistent, and pervasive enough to either create an intimidating or threatening educational environment, have the effect of substantially interfering with a student's performance in school, or have the effect of substantially disrupting the orderly operation of the school.

Hazing shall mean any knowing behavior, whether by commission or omission, of any student to encourage, direct, order, or participate in any activity which subjects another student to potential physical, mental, or psychological harm for the purpose of initiation or admission into, affiliation with, continued membership in, or acceptance by existing members of any organization or extracurricular activity at a public elementary or secondary school, whether such behavior is planned or occurs on or off school property, including any school bus and school bus stop. Hazing does not mean any adult-directed and school-sanctioned athletic program practice or event or military training program.

Any solicitation to engage in hazing, and the aiding and abetting another person who engages in hazing shall be prohibited. The consent, stated or implied, of the hazing victim shall not be a defense in determining disciplinary action.

NOTICE TO STUDENTS AND PARENTS

The School Board shall inform each student, orally and in writing, at the required orientation conducted at the beginning of each school year, of the prohibition against bullying, hazing, or similar behavior of a student by another student; the nature and consequences of such actions; including the potential criminal consequences and loss of driver's license, and the proper process and procedure for reporting any incidents involving such prohibited actions. A copy of the written notice shall also be delivered to each student's parent or legal guardian.

REPORTING

The principal or his/her designee shall be authorized to receive complaints alleging violation of this policy. All employees, parents, volunteers, or any other school personnel shall report alleged violations to the principal or his/her designee. Any written or oral

report of an act of bullying, hazing, or similar behavior shall be considered an official means of reporting such act(s). Complaints, reports, and investigative reports of bullying, hazing, or similar behavior shall remain confidential, with limited exception of state or federal law.

The reporting of incidents of bullying, hazing, or similar behavior shall be made on the Bullying Report form, which shall include an affirmation of truth. Any bullying, hazing, or similar behavior report submitted, regardless of recipient, shall use this form, but additional information may be provided.

Students and Parents

Any student who believes that he/she has been, or is currently, the victim of bullying, hazing, or similar behavior, or any student, parent, or guardian, who witnesses bullying, hazing, or similar behavior or has good reason to believe bullying, hazing, or similar behavior is taking place, may report the situation to a school official, who in turn shall report the situation to the principal or his/her designee. A student, or parent or guardian, may also report concerns regarding bullying, hazing, or similar behavior to a teacher, counselor, other school employee, or to any parent chaperoning or supervising a school function or activity. Any such report shall remain confidential.

School Personnel

Any school employee, whether full- or part-time, and any parent/volunteer chaperoning or supervising a school function or activity, who witnesses or learns of bullying, hazing or similar behavior from a student or parent, shall report the incident to the principal or his/her designee. Verbal reports shall be submitted by the employee or parent/volunteer on the same day as the employee or parent/volunteer witnessed or otherwise learned of the incident, and a written report shall be filed no later than two (2) days thereafter.

All other members of the school community, including students, parents/legal guardians, volunteers, and visitors shall be encouraged to report any act that may be a violation of this policy to the principal or his/her designee.

False Reports

Intentionally making false reports about bullying, hazing, or similar behavior to school officials shall be prohibited conduct and shall result in appropriate disciplinary measures as determined by the School Board.

INVESTIGATION PROCEDURE

Investigations of any reports of bullying, hazing, or similar behavior of a student by another student shall be in accordance with the following:

1. Timing

The school shall begin an investigation of any complaint that is properly reported and that alleges the prohibited conduct the next business or school day after the report is received by the principal or his/her designee. The investigation shall be completed not later than ten (10) school days after the date the written report of the incident is submitted to the principal or his/her designee. If additional information is received after the end of the ten-day period, the school principal or his/her designee shall amend all documents and reports required to reflect such information.

2. Scope of Investigation

An investigation shall include documented interviews of the reporter, the alleged victim, the alleged bully or offender, and any witnesses, and shall include obtaining copies or photographs of any audio-visual evidence. Interviews must be conducted privately, separately, and confidentially. At no time shall the alleged offender and alleged victim be interviewed together.

The principal or his/her designee shall collect and evaluate all facts using the Bullying Investigation form.

3. Parental Notification

Upon receiving a report of bullying, hazing, or similar behavior, the school shall notify the parents or legal guardians of the alleged offender and the alleged victim no later than the following business or school day. Delivery of notice to the parents or legal guardians by an involved student shall not constitute the required parental notice.

Before any student under the age of eighteen (18) is interviewed, his/her parent or legal guardian shall be notified by the principal or his/her designee of the allegations made and shall have the opportunity to attend any interviews with their child conducted as part of the investigation.

All meetings with the parents or legal guardians of the alleged victim and the parents or legal guardians of the alleged offender shall be in compliance with the following:

- Separate meetings shall be held with the parents or legal guardians of the alleged victim and the parents or legal guardians of the alleged offender.
- Parents or legal guardians of the alleged victim and of the alleged offender shall be informed of the potential consequences, penalties, and counseling options.

In any case where a teacher, principal, or other school employee is authorized to require the parent or legal guardian of a student who is under the age of eighteen (18) and not judicially emancipated or emancipated by marriage to attend a conference or meeting regarding the student's behavior and, after notice, the parent, tutor, or legal guardian willfully refuses to attend, the principal or his/her designee shall file a complaint, pursuant to Louisiana Children's Code, Article 730 or 731, with a court exercising juvenile jurisdiction. The principal may also file a complaint on the grounds the student is a truant or has willfully and repeatedly violated school rules, or any other applicable ground when, in his/her judgment, doing so is in the best interests of the student.

4. Documentation

At the conclusion of an investigation of bullying, hazing, or similar behavior, and after meeting with the parents or legal guardians, the principal or his/her designee or School Board shall:

- Prepare a written report containing the findings of the investigation, including input from students' parents or legal guardians, and the decision by the principal or his/her designee or school system official. The document shall be placed in the school records of both students.
- Promptly notify the reporter/complainant of the findings of the investigation and whether remedial

action has been taken, if such release of information does not violate the law.

- Keep reports/complaints and investigative reports confidential, except where disclosure is required to be made by applicable federal laws, rules, or regulations or by state law.
- Maintain reports/complaints and investigative reports for three (3) years.
- As applicable, provide a copy of any reports and investigative documents to the School Board for disciplinary measures, or to the Louisiana Department of Education, as necessary.

During the pendency of an investigation, the school district may take immediate steps, at its discretion, to protect the alleged victim, students, teachers, administrators or other school personnel pending completion of the investigation.

HANDLING EVIDENCE

Whenever an employee/administrator receives notice of a bullying or hazing, or similar behavior, such as threats, any physical evidence of the act/communication shall be secured in the building administrator's office with as little physical contact as possible. If the act/communication is in the form of graffiti, the area shall be sealed off by the building administrator. Photographs shall be taken as soon as possible. Student/ public exposure shall be as minimal as possible. Graffiti shall not be removed until law enforcement has properly examined the area.

APPEAL

If the school principal or his/her designee does not take timely and effective action in any bullying incident, the student, parent, or school employee may report, in writing, the incident to the School Board. The School Board shall begin an investigation of any properly reported complaint that alleges prohibited conduct the next business day during which school is in session after the report is received by the School Board.

If the School Board does not take timely and effective action, the student, parent, or other school employee may report any bullying incident to the Louisiana Department of Education.

DISCIPLINARY ACTION

Once a report has been received at a school, and a school principal or his/her designee has determined that an act of bullying, hazing, or similar behavior has occurred, and after having met with the parent or legal guardian of the student involved, the principal or his/her designee, or applicable school official shall take prompt and appropriate disciplinary action against the student, and report criminal conduct to law enforcement. Counseling and/or other interventions may also be recommended.

Students may be disciplined for off-campus bullying, hazing, or similar behavior the same as if the improper conduct occurred on campus, if the actions of the offender substantially interferes with the education opportunities or educational programs of the student victim and/or adversely affects the ability of the student victim to participate in or benefit from the school's education programs or activities.

PARENTAL RELIEF

If a parent, legal guardian, teacher, or other school official has made four (4) or more reports of separate instances of bullying, and no investigation pursuant to state law or this policy has occurred, the parent or legal guardian of the alleged victim may request that the student be transferred to another school operated by the School Board.

Such request shall be filed with the Superintendent. Upon receipt of the request to transfer the student to another school, the School Board shall make a seat available at another school under its jurisdiction within ten (10) school days of the parent or legal guardian's request for a transfer. If the School Board has no other school under its jurisdiction serving the grade level of the victim, within fifteen (15) school days of receiving the request, the Superintendent shall:

- Inform the student and his/her parent or legal guardian and facilitate the student's enrollment in a statewide virtual school.
- Offer the student a placement in a full-time virtual program or virtual school under the School Board's jurisdiction.
- Enter into a memorandum of understanding with the

Superintendent or director of another governing authority to secure a placement and provide for the transfer of the student to a school serving the grade level of the student, in accordance with statutory provisions.

If no seat or other placement is made available within thirty (30) calendar days of the receipt of the request by the Superintendent, the parent or legal guardian may request a hearing with the School Board, which shall be public or private at the option of the parent or legal guardian. The Board shall grant the hearing at the next scheduled meeting or within sixty (60) calendar days, whichever is sooner.

At the end of any school year, the parent or legal guardian may make a request to the School Board to transfer the student back to the original school. The School Board shall make a seat available at the original school that the student attended. No other schools shall qualify for transfer under this provision.

TRAINING

The School Board shall provide a minimum of four (4) hours of training for all new employees who have contact with students and two (2) hours of training each subsequent year for all school employees who have contact with students, including bus operators, with respect to bullying, in accordance with state statutory provisions.

RETALIATION

Retaliation against any person who reports bullying, hazing, or similar behavior in good faith, who is thought to have reported such behavior, who files a complaint, or who otherwise participates in an investigation or inquiry concerning allegations of bullying, hazing, or similar behavior is prohibited conduct and subject to disciplinary action.

CHILD ABUSE

The provisions of this policy shall not be interpreted to conflict with or supersede the provisions requiring mandatory reporting pursuant to Louisiana Children's Code, Art. 609 and as enforced through La. Rev. Stat. Ann. §14:403.

DISCIPLINE PROCEDURES

REMOVAL FROM SCHOOL CAN BE ONE OF THREE TYPES:

- Short-term suspension – two (2) to nine (9) days.
- Long-term suspension – ten (10) to twenty (20) days
- Expulsion – denial of attendance in the traditional school setting. Unless otherwise stipulated by state statutes, the period of expulsion shall not be less than one school semester and may carry over into the next school year, if necessary. During an expulsion, the Superintendent shall place the student in an alternative school or in an alternative educational placement.

WARNING: UPON THE FOURTH SHORT-TERM SUSPENSION THE STUDENT MAY BE RECOMMENDED FOR EXPULSION FROM THE SCHOOL.

RULES GOVERNING ATTENDANCE AT DISCIPLINE CENTERS

- Parents or legal guardians are required to accompany the student on the first day of assignment for high school students and each day of assignment for middle school students to the Discipline Center to meet with the moderator in charge and must present the admission form at that time.
- Specific rules governing attendance at Discipline Centers will be provided to the parent/guardian upon admission to Discipline Centers.
- Uniforms are mandatory for all elementary, middle and high school students attending a discipline center or alternative education center.

SHORT-TERM SUSPENSION PROCEDURES

- In each case of suspension, the school principal, or his or her designee, prior to any suspension, shall advise the student of the particular misconduct of which he/she is accused as well as the basis for such accusation, and the pupil shall be given an opportunity at that time to explain his/her version of the facts. The principal/designee shall contact the parent, tutor, or legal guardian of the pupil to notify them of the suspension and establish a date and time for a conference with the principal or designee as a requirement for readmitting the pupil. Notice shall be given by contacting the parent, tutor, or legal guardian by telephone at the telephone number shown on the pupil's

registration card, or by sending a certified letter to the address shown on the pupil's registration card. The parent/guardian should be notified of the suspension, and that the student will be or has been removed from class and will be kept under supervision until the close of the school day or the arrival of the parent or guardian. If the parent, legal guardian or principal or designee so requests, the student will be granted an early dismissal from school to return home.

- No suspended pupil shall be allowed to leave the school premises during the school day until the parent, guardian, or other proper authorities assume responsibility for him/her, unless immediate removal from school due to danger or threat of disruption to academic process is warranted.
- After principal or designee has secured "affirmative notice," the student will be given a Discipline Center form that will admit him/her to that center. Students under short-term suspensions will be assigned to the closest available Discipline Center for the duration of the suspension. Additional copies of the discipline center and suspension reports shall be sent to the appropriate offices. In addition, the principal or designee shall keep a copy on file. It should be noted students, who attend the Discipline Center, will be allowed to make up all work.
- If the parent or guardian of the suspended student wishes to contest the suspension, the parent or guardian, within five (5) school days after receipt of written notification of the suspension, may submit a written or personal request to the Superintendent or a designee to review the matter. Upon such request the Superintendent or designee shall schedule a hearing at the earliest convenience to be held in accordance with the hearing procedure described within the context of the long-term suspension procedure. The decision of the Superintendent or designee on an appeal of a short-term suspension shall be final, and there shall be no right to appeal such decision of the Superintendent or his designee to the Board. It is suggested that parents or guardians who wish to appeal a short-term suspension should send the student to the Discipline Center on the designated days. If the appeal is denied and the student attended the Discipline Center, the student will then receive

credit for those days he/she attended.

LONG-TERM SUSPENSION PROCEDURES

- The principal or a designee must make every reasonable effort to investigate all aspects of a discipline problem. The principal or a designee shall have reasonable cause to believe that the student is guilty of an offense which would constitute grounds for disciplinary action and that the situation warrants severe disciplinary action before recommending to the Superintendent or a designee that the student be placed on long-term suspension.
- The principal or a designee shall determine, according to the nature and the seriousness of the offense, whether a student recommended for long-term suspension may remain in school or be denied attendance rights pending a hearing. Prior to denying attendance rights, the school principal or a designee shall advise the student in question of the particular misconduct of which he or she is accused as well as the specific reasons for such accusation, and the student shall be asked at that time to explain his or her version of the facts to the school principal or a designee. (A hearing must be scheduled on all long-term suspensions. If the student is denied attendance, this fact shall be stated on the recommendation.)
- The principal/designee shall contact the parent, tutor, or legal guardian of the pupil to notify them of the suspension, and establish a date and time for a conference with the principal or designee as a requirement for readmitting the pupil. Notice shall be given by contacting the parent, tutor, or legal guardian by telephone at the telephone number shown on the pupil's registration card, or by sending a certified letter to the address shown on the pupil's registration card.
- The parent/guardian should be notified of the suspension, and that the student will be or has been removed from class and will be kept under supervision until the close of the school day or the arrival of the parent or guardian. If the parent, legal guardian or principal or designee so requests, the student will be granted an early dismissal from school to return home. No suspended pupil shall be allowed to leave the school premises during the school day until the parent, guardian, or other proper authorities assume responsibility

for him/her, unless immediate removal from school due to danger or threat of disruption to academic process is warranted.

- After principal or designee has secured “affirmative notice,” the student will be given a Discipline Center form that will admit him/her to that center. Students under long-term suspensions will be assigned to the appropriate Discipline Center pending a hearing. Additional copies of the Discipline Center and suspension reports shall be sent to the appropriate offices. In addition, the principal or designee shall keep a copy on file. It should be noted students who attend the Discipline Center will be allowed to make up all work.

HEARINGS: LONG-TERM SUSPENSIONS

- The school shall notify the parent or guardian of the suspension hearing date and the action to be taken if the parent is not present. The hearing will take place not later than ten (10) school days after the incident.
- If suspension proceedings are conducted without the presence of a parent, written notification of the actions will be sent by certified mail to the parent or legal guardian not later than three (3) school days after the hearing.
- The parent or guardian may appeal the suspension to the School Board within five (5) days after receiving notification by certified mail. In so appealing, the parent or guardian shall enclose a copy of the principal’s or the designee’s recommendation for a long-term suspension and the Superintendent’s or a designee’s notification after the hearing. The School Board will review the appeal and take whatever course of action deemed appropriate and will so notify the parent or guardian of its decision. In the absence of a timely appeal, the decision of the Superintendent or a designee shall become final.
- After two long-term suspensions, the third occurrence during the same school year which warrants a suspension will result in disciplinary action in accordance with the expulsion procedure.
- Upon the student’s return to school, the principal or a designee shall schedule a conference to be attended by

appropriate school personnel and by the student and, usually, the student's parent(s), guardian(s), or other family members. Follow-up conferences should be planned as indicated or as required to assist the student in adjusting to the school environment.

EXPULSION PROCEDURES

- A. In addition to the other offenses for which expulsion is warranted, a principal or a designee shall initiate proceedings for an expulsion when a student has received more than two long-term suspensions in one school year, or more than three short-term, out-of-school suspensions, or a combination of the two types adding up to four suspensions (in other words, when students incur their third long-term suspension or their fourth short-term suspension, they may be recommended for expulsion), or when the principal or a designee has reasonable cause to believe that the student has committed a third offense in the same school year which might otherwise warrant long-term suspension.
- Statements taken from students should be in the student's handwriting and signed by the student. If a student is only willing to give an anonymous handwritten statement, the investigator should certify at the end of the student's statement that it was given under the condition of anonymity. If a student will only give an oral anonymous statement, a brief summary of the statement should be included with the individual taking the statement certifying that the version of the statement given is accurate and that the student would only give the statement if he/she could remain anonymous. Recorded statements may be taken with the student identifying him/her self on the recording. If a student will only give a recorded statement by remaining anonymous, the investigator will so state at the beginning of the recording. A brief written report should be prepared which would include the following:
 - The investigator's conclusions as to why the incident occurred, who was involved, who was at fault and the penalty imposed or recommended; and
 - The evidence on which the conclusions were based, i.e., signed statements taken, unsigned statements taken, verbal only statements taken, recorded statements taken,

evidence seized, lab test results on drugs, etc. Copies of all written evidence must be attached to the report. After a principal or a designee has made every reasonable effort to investigate all aspects of the discipline problem and is satisfied that the nature and seriousness of the offense could result in a recommended expulsion, the principal must then decide whether or not to recommend expulsion to the Superintendent or a designee (hearing officer). There are some instances in which the principal has no discretion. Penalties that are mandated under Louisiana Revised Statute 17:416 (Drugs and Weapons) and other provisions of Louisiana law are not optional and must be imposed by the principal.

-Prior to suspending a student pending the expulsion, the school principal or a designee shall advise the student in question of the particular misconduct of which he or she is accused as well as the specific reasons for such accusation, and the student shall be asked at that time to explain his or her version of the facts to the school principal or a designee. When the principal or designee denies the student's attendance rights pending a hearing by the Superintendent or designee, the principal or designee shall secure "affirmative notice." In no case shall a student be denied attendance rights without evidence of "affirmative notice" being completed. "Affirmative notice" shall be met by face-to-face interaction, telephone communication, or by certified mail through a signed delivery tag.

-The parent/guardian should be notified of the proposed expulsion, that the student will be or has been removed from class, and that the student will be kept under supervision until the close of the school day or the arrival of the parent or guardian. If the parent, legal guardian or principal or designee so requests, the student will be granted an early dismissal from school to return home. No suspended pupil shall be allowed to leave the school premises during the school day until the parent, guardian, or other proper authorities assume responsibility for him/her, unless immediate removal from school due to danger or threat of disruption to academic process is warranted.

-The principal or a designee shall mail or hand deliver a

copy of the proposed expulsion form including the specific reasons for the expulsion to the parent or guardian on the day of the student's removal from school, but no later than the following school day. At the same time, the principal or a designee shall notify the parent or guardian of the time, date and place of the expulsion hearing and a right to review by the School Board and to appeal to the 19th Judicial District Court. This report will be sent by certified mail, return receipt requested or hand delivered to the parent or guardian. For a student with disabilities, a Parent Notice of the Discipline (IEP) meeting date should also be mailed with the proposed expulsion form.

-Where the Superintendent or a designee has proceeded with the expulsion hearing when the parent/ guardian and student fail to appear, written notification shall be given to the parent/guardian of the findings and action taken no later than three (3) school days after the hearing. In such notice the Superintendent or a designee shall inform the parent/guardian that the findings and the action taken shall become final five (5) calendar days after the receipt of the notification.

The hearing shall be held as soon as possible but no later than ten (10) school days after the student's removal from the school, unless an alternate date is agreed upon by all parties.

-Pending the hearing by the Superintendent or his designee, the student shall be denied normal attendance privileges, but shall be placed in an alternative setting.

-At the hearing conducted by the Superintendent or his designee, the specific reason(s) concerning the cause(s) for the proposed expulsion will be presented by the principal or a designee in support of the recommendation. The student's prior performance and attendance may be discussed. The student or a representative may produce witnesses or offer evidence in the student's behalf and may cross-examine any witnesses that are brought to the hearing. This is not the right to cross-examine students or other witnesses who have given statements only and who are not present at the hearing.

- Upon the conclusion of the hearing and upon finding the student guilty of conduct warranting expulsion, the

Superintendent shall determine whether such student shall be expelled and the specified period of expulsion, or if other disciplinary action shall be taken. Unless otherwise stipulated by state statutes, the period of expulsion shall not be less than one school semester and may carry over into the next school year, if necessary. During an expulsion, the Superintendent shall place the student in an alternative school or in an alternative educational placement. If the findings and disposition of the expulsion hearing are made at the conclusion of the hearing, the Superintendent or a designee shall inform the parent/guardian and the student of the findings and disposition of the case. In any event, the Superintendent or a designee shall mail (by certified mail, return receipt requested), or hand deliver to the parent or guardian, the Child Welfare and Attendance section, and to the principal or a designee, a decision of the findings no later than seven (7) school days after the hearing if the parent or guardian was present or no later than three (3) school days after the hearing was scheduled and if the parent or guardian was not present. General Counsel may review cases where he/she reasonably believes there is a legal issue which has surfaced either at the hearing level or from any other source. Should General Counsel determine that there is a legal issue serious enough to warrant, he/she may recommend to the Superintendent that the designee's decision be overturned subject to the Superintendent's final decision prior to the matter going to the Board should such be timely requested. In the event that the Superintendent or a designee determines that a student should be expelled, the parent or guardian of the expelled student or the student (if the student is 18 years of age or older), may request a review of the expulsion decision by the School Board. The request for review must be requested by mail and must be postmarked within five (5) days after receipt of written notification of the expulsion decision by the parent of a minor student. The request for review may also be hand delivered to the School Board Office at 3755 Church Street, Zachary, Louisiana, within five (5) days after receipt of written notification of the expulsion decision by the parent of the minor student. Requests for review which are not mailed within this time period shall not be processed unless

extenuating circumstances can be demonstrated by the parent/ guardian or student.

-In the event that a parent/guardian or student timely requests a review of an expulsion decision by the Board, the Superintendent shall list such appeal as an agenda item for the next regularly scheduled meeting of the board. If the appeal request is received after the deadline for completion of the school board meeting agenda, then the item will be placed on the agenda of the next regularly scheduled meeting.

-The written record of the expulsion proceedings, to include all evidence and prior decisions rendered and also include a statement by parents or guardians (and/ or student if of legal standing) that provides the basis for the request to review, will be provided to all School Board members in the agenda packet on the Monday prior to the Board Meeting at which the review is to be on the agenda.

-Prior to the beginning of the school board meeting at which such expulsion appeal hearing is to be conducted, the parent or student shall have the right to determine if the expulsion appeal hearing is conducted in a public or private session. The parent or student must notify the superintendent of their preference.--At the beginning of the student expulsion appeal hearing before the school board, the superintendent or a designee who decided the student's expulsion was appropriate, shall describe the nature of the case, the evidence presented in the hearing, and the basis for the decision to expel the student. Following this explanation, the parent, student or representative shall be given a period of no more than thirty minutes in which to state reasons why the expulsion decision should be reversed or modified. The superintendent or a designee and/or the school administrator who recommended the expulsion shall then be given thirty minutes to respond to the comments made by the parent, student, or representative. If executive session is requested, the board shall excuse the parties from the room and deliberate the case privately. No witnesses will be allowed to testify during the expulsion appeal hearing before the board, but the student will be allowed to address the board if desired. The decision of the board will be based on the evidence

presented in the expulsion hearing. The final decision shall be voted on in a public session.

-Within ten school days, the parent or student may appeal the ruling of the school board upholding the action of the Superintendent or designee to the 19th Judicial District Court.

STATUS AND REHABILITATION OF SUSPENDED AND EXPELLED STUDENTS

During the period of suspension, the student who is denied attendance privileges at his/her home school shall be assigned to a Discipline Center during school hours. Participation and presence of the suspended student at school extracurricular activities are denied. The student who is allowed to remain in school pending a hearing by the Superintendent or a designee is considered to be on probation. A student suspended for allegedly committing a battery on any school employee shall not be allowed in a school even on probation until all hearings and appeals associated with the alleged violation have been exhausted. Additional violation of school rules will result in loss of attendance privileges until the case is resolved at the hearing. The necessity to suspend or expel a student usually indicates that additional support and remedial services are necessary. The principal and professional staff have a responsibility to provide proper counseling and to make every effort to help students returning from suspension and expulsion to remain in school. Students who are suspended and do not attend a Discipline Center shall receive an unexcused absence for each day of nonattendance during the suspension. A student found guilty at a suspension hearing or expulsion hearing of committing a battery on any school employee shall not be assigned to attend the school to which the school employee who was the victim of the battery is assigned.

Required Parent Conference

-In each case of expulsion, the school principal, or his or her designee, shall contact the parent, tutor, or legal guardian of the pupil to notify them of the expulsion, and establish a date and time for a conference with the principal or designee as a requirement for readmitting the pupil. Notice shall be given by sending a certified letter to the address shown on the pupil's registration card. Also,

additional notification may be made by contacting the parent, tutor, or legal guardian by telephone at the telephone number shown on the pupil's registration card.

-If the parent, tutor, or legal guardian fails to attend the required conference within five (5) school days of notification, the student may be considered a truant and dealt with according to all applicable statutory provisions. On not more than one occasion each school year when the parents, tutor, or legal guardian refuses to respond, the principal may determine whether readmitting the pupil is in the best interest of the pupil. On any subsequent occasions in the same school year, the pupil shall not be readmitted unless the parent, tutor, or legal guardian, court, or other appointed representative responds.

Readmittance After All Expulsions

-Any pupil expelled may be readmitted to school on a probationary basis at any time during the expulsion period on such terms and conditions as may be stipulated by the School Board. Readmission to school on a probationary basis shall be contingent on the pupil and legal guardian or custodian agreeing in writing to the conditions stipulated. Any such agreement shall contain a provision for immediate removal of the pupil from school premises without benefit of a hearing or other procedure upon the principal or Superintendent determining the pupil has violated any term or condition of the agreement. Immediately thereafter, the principal or designee shall provide proper notification in writing of the determination and reasons for removal to the Superintendent and the pupil's parent or legal guardian.

Readmittance After Expulsion for Firearms, Knives, Weapons, or Drugs

-In addition to the readmittance provisions for all expulsions stated above, a pupil that has been expelled for possessing on school property or on a bus, a firearm, knife, or other dangerous weapon, or possessing or possession with intent to distribute or distributing, selling, giving, or loaning while on school property or a school bus any controlled dangerous substance shall not be enrolled or readmitted to any such school on a probationary basis prior to the completion of the period of expulsion until the pupil produces written documentation that he/she and his/her parent or legal guardian have enrolled and participated or is participating in an appropriate

rehabilitation or counseling program related to the reason(s) for the pupil's expulsion. The rehabilitation or counseling programs shall be provided by such programs approved by the juvenile or family court having jurisdiction, if applicable, or by the School Board. The requirement for enrollment and participation in a rehabilitation or counseling program shall be waived only upon a documented showing by the pupil that no appropriate program is available in the area or that the pupil cannot enroll or participate due to financial hardship.

ALTERNATIVE PROGRAMS

- Character Action Training Class (CAT)
This intervention removes the student (K-5) from the regular classes and requires supervised character training as well as supervised learning away from other students and school activities.
- Time-Out Room
A one-day detention in the student's home school in grades 6- 12. This intervention removes the student from regular classes and requires supervised learning away from other students and school activities.
- Saturday School
This program is designed to provide an alternative to students in lieu of short-term suspensions.
- Discipline Centers
This alternative is designed as intervention centers for grades 5- 12 students who have become involved in disciplinary infractions resulting in short-term suspension (2 to 9 days) or a long-term suspension (10 to 20 days) as determined by the home school's principal and assistant principal. Referrals to a Discipline Center are determined by the home school administrator with the notification of the parent or legal guardian.
- Alternative Academy
This alternative is designed for students expelled from the traditional school setting by the superintendent or his designee.

CORPORAL PUNISHMENT

The Zachary Community School Board shall prohibit the use of corporal punishment by all of its employees. Students shall not be paddled, spanked or otherwise physically disciplined for infractions of student conduct regulations. Furthermore, no other person (including parents or guardians) shall be allowed to administer corporal punishment to a student while on school grounds.

Nothing contained herein shall be interpreted as prohibiting an employee from using physical force, reasonable and appropriate under the circumstances, in defending himself/herself against a physical attack by a student or to restrain a student from attacking another student or employee, or to prevent acts of misconduct which are so anti-social or disruptive in nature as to shock the conscience.

STUDENT MISCONDUCT AT END OF YEAR

-Any non-graduating student who commits offenses during the last ten (10) days of the school year which carry recommendations for suspension or expulsion beyond the end of the school year shall have such recommendation extended into the next school year.

-Any graduating senior who commits a serious major or criminal infraction after the last regular class period as upheld by the Superintendent or his/her designee shall be excluded from year-end activities, including graduation exercises. Diplomas may be given or mailed to the student after the close of the school year. Seniors shall be made aware of this policy prior to the final exam period and a notice of the policy shall be mailed to parents from the school.

SPECIAL EDUCATION DISCIPLINE PROCEDURES

All procedural safeguards afforded regular education students must be extended to students with disabilities and their parents. In addition, discipline procedures for students with disabilities must follow Louisiana's Regulations for Implementation of the Children with Exceptionalities Act (R.S. 17:1941, et seq); Title 28 Part XLIII Bulletin 1706 Subpart A – Regulations for Students with Disabilities, Section 519.

FOR EXCLUSIONS OF MORE THAN 10 CONSECUTIVE DAYS, OR WHEN PATTERN OF EXCLUSIONS HAS OCCURRED, OR UPON THE FOURTH EXCLUSION (SUSPENSION):

The student's Special Education teacher must notify the parent of a Discipline Individual Education Program (IEP) meeting. A Discipline Individual Education Program (IEP) meeting must be held to determine if the behavior is a manifestation of the student's disability. The IEP meeting must be appropriately constituted with the following persons: Officially Designated Representative (ODR) – the principal or assistant principal; the student's Special Education teacher; at least one of the student's Regular Education teachers; the parent, the student, if appropriate; and, any additional persons with knowledge of the student and the disability. (Note: If the parent does not attend the scheduled manifestation determination review (MDR) meeting, the school will reschedule the MDR meeting it within (3) school days. If the parent does not attend the rescheduled MDR meeting, the school personnel shall meet without the parent.) If the behavior is a manifestation of the student's disability, the student will not be suspended nor expelled. If the behavior is NOT a manifestation of the student's disability, the student will follow procedures as a regular student.

School personnel may order a change in placement of a student with a disability to an appropriate interim alternative educational setting for the same amount of time that a student without a disability would be subject to discipline, but for not more than 45 days, if the student carries a weapon to school or to a school function; or the student knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance while at school or a school function.

A hearing officer (from a State approved list) may order a change in placement of a student with a disability to an appropriate interim alternative educational setting for not more than 45 days if that hearing officer, in an expedited due process hearing determines that the public agency has demonstrated by substantial evidence that maintaining the current placement of the student is substantially likely to result in injury to the student or to others.

EMERGENCY REMOVAL

Emergency Removal is used only when the student exhibits a substantial danger to himself/herself or others. In no case can this removal last longer than nine (9) school days. During this nine-day period, school officials shall initiate a meeting to review the student’s Individual Education Program (IEP), consider an interim placement, or invoke the aid of a State listed Hearing Officer or the courts to remove the allegedly dangerous student from school if they believe that maintaining the student in the current placement would be substantially likely to result in injury to the student or others.

DISCIPLINE CHART

<i>Offense</i>	<i>Discipline</i>
Abusive Language	<ul style="list-style-type: none"> • Short term suspension; • Long-term suspension; or • Recommended expulsion
Alcohol	See <u>“possession of alcohol”</u> <u>“under the influence of alcohol or drugs”</u>
Arson	<ul style="list-style-type: none"> • Long-term suspension; or • Recommended expulsion. • Also see <u>“Communicating of False Information of Planned Arson or Bomb Threats”</u>
Assault and/or Battery on Administrator, Faculty or School Personnel	Recommended expulsion.
Assault and/or Battery on a Student	<ul style="list-style-type: none"> • Short-term suspension; • Long-term suspension; or • Recommended expulsion.

Bomb Threats	See <u>“Communicating of False Information of Planned Arson or Bomb Threats”</u>
Breaking and Entering School or Private Property on School Grounds	<ul style="list-style-type: none"> • Short-term suspension or long- term suspension until reimbursement for damages or theft is made; or • Recommended expulsion.
Bullying, Cyberbullying, Intimidation, Harassment, and Hazing	<ul style="list-style-type: none"> • Short term suspension; • Long-term suspension; or • Recommended expulsion
Unauthorized Use of Cell Phones and All Other Telecommunication Devices	<p>First offense: confiscate device and assign student to Saturday school; return device to parent.</p> <p>Second offense: confiscate device and assign student 2-day suspension; return device to parent .</p> <p>Additional offenses: confiscate device and recommend short term suspension; long-term suspension; or expulsion; return device to parent.</p>
Cheating	<ul style="list-style-type: none"> • Detention; • Short term suspension; • Long-term suspension; or • Recommended expulsion
Cigarettes	See <u>“Possession or Use of Cigarettes, Lighters, Tobacco Products”</u>
Communicating of False Information of Planned Arson or Bomb Threats	Recommended expulsion.

Computer Hacking & Computer Network Violations	<ul style="list-style-type: none"> • Short term suspension; • Long-term suspension; or • Recommended expulsion
Counterfeit Money	See <u>“Possession and/or Distribution of Counterfeit Money”</u>
Cursing School Personnel	See <u>“Disrespect for Authority / Cursing School Personnel”</u>
Disrespect For Authority / Cursing School Personnel	<ul style="list-style-type: none"> • Short term suspension; • Long-term suspension; or • Recommended expulsion
Disturbances	See <u>“Major Disturbances,” “Minor Disturbances”</u>
Drugs	See <u>“Possession of Drug Paraphernalia,” “Possession of Illegal Drugs,” “Under the Influence of Alcohol or Drugs”</u>
Explosive Devices	See <u>“Possession or Use of Explosive Devices / Fireworks, and/or Ammunition and/or Look-Alike Devices”</u>
Extortion / Intimidation	<ul style="list-style-type: none"> • Long-term suspension; or • Recommended expulsion

Fighting, Provoking a Fight

- one on one – short-term or long- term suspension or recommend expulsion;
- two or more on one - recommended expulsion.

(If it can be determined that a participant in a fight was provoked into fighting and only engaged in self-defense, that participant may not be subjected to suspension.)

Zero Tolerance Related to Fighting at School. The appropriate law enforcement authority shall be notified by telephone whenever a fight occurs at school involving students who are fourteen (14) years or older. Principals and assistant principals have the discretion of calling the appropriate law enforcement authority with respect to students involved in fighting who are under 14 years of age, if the situation so warrants. The principal or assistant principal will make the call. Once suspended or expelled for fighting in school, a student must undergo mandated counseling, inclusive of anger management and conflict resolution before being readmitted to his or her home school. The student must show proof of such counseling when re-entering.

Fire Alarm	See <u>"Tampering with Fire Alarms or Causing a False Alarm of Fire"</u>
Forgery of Administrator's, Teacher's, or Parent's Name to a School Document or Note	<ul style="list-style-type: none"> • Short term suspension; • Long-term suspension; or • Recommended expulsion
Gambling	Short-term suspension.
Leaving Campus	Short-term suspension.
Major Disturbances: A. Inciting a Major Disturbance on Campus B. Participating in a Major Disturbance on Campus	<p>A. Recommended expulsion.</p> <p>B. Recommended expulsion.</p>
Minor Disturbance / Molesting Student	<ul style="list-style-type: none"> • Short term suspension; or • Long-term suspension;
Indecent Behavior / Sexual Harassment / Pornography * Students should report sexual harassment to the teacher, guidance counselor or the administration.	<ul style="list-style-type: none"> • Short term suspension; • Long-term suspension; or • Recommended expulsion
Other Major Offenses / Possession of Alcohol	<ul style="list-style-type: none"> • Long-term suspension; or • Recommended expulsion
Possession and/or Distribution of Counterfeit Money	Recommended expulsion.
Possession of Drug Paraphernalia	Recommended expulsion.
Possession of Illegal Drugs	Recommended expulsion.

Possession or Use of Cigarettes, Lighters, Tobacco Products, Smoking Object or Device Including Electronic Cigarettes or Similar Devices	<ul style="list-style-type: none"> • Short-term suspension; • Long-term suspension; or • Recommended expulsion
Possession or Use of Dangerous Weapons	<p>A. Possession of a dangerous weapon -recommended expulsion.</p> <p>B. Use of a dangerous weapon - recommended expulsion.</p> <p>C. Use of an object as a weapon - recommended expulsion.</p> <p>D. Possession of a look-alike weapon -short-term suspension, -long-term suspension, or -recommended expulsion.</p>
Possession or Use of Explosive Devices / Fireworks, and/or Ammunition and/or Look-Alike Devices	<p>Recommended expulsion.</p>
Stealing / Theft	<ul style="list-style-type: none"> • Short-term suspension with reimbursement; or • Recommended expulsion.
Tampering With or Destroying School Records, Roll Books, or School Property	<p>Recommended expulsion.</p>
Tampering with Fire Alarms or Causing a False Alarm of Fire	<ul style="list-style-type: none"> • Short-term suspension; • Long-term suspension; or • Recommended expulsion
Terrorizing	<p>Recommended expulsion.</p>
Threatening Administrator, Faculty or School Personnel	<ul style="list-style-type: none"> • Long-term suspension; or • Recommended expulsion

Threatening Student(s)	<ul style="list-style-type: none"> • Short term suspension; • Long-term suspension; or • Recommended expulsion
Trespassing <i>*While trespassing, any offense committed by a student on another school campus carries the same disposition as if it had been committed on his/her own campus</i>	Phone principal or a designee of student's school – short term suspension. (If student refuses to leave campus, contact law enforcement authorities.)
Truant / Hooky	<ul style="list-style-type: none"> • Short term suspension; or • Long-term suspension
Under the Influence of Alcohol or Drugs	short-term suspension and counseling.
Vandalism	<ul style="list-style-type: none"> • Long-term suspension until reimbursement; and/or • Recommended expulsion.
Weapons	See " <u>Possession or Use of Dangerous Weapons</u> "

SECTION C: APPENDIX

ZACHARY COMMUNITY SCHOOL BOARD 2020-2021 MEAL PRICES

STUDENTS SPEND LESS TIME IN LINE IF MEALS ARE PREPAID BY THE WEEK, MONTH OR YEAR!
Pay Online at www.MySchoolBucks.com!

LUNCH						BREAKFAST		
		Full Price	Full Price	Reduced		Full Price	Reduced	
	# of	Elementary	Secondary	All Grades	Non-Student	All Grades	All Grades	Non-Student
MONTH	Days	at \$2.00	\$2.25	\$4.00	\$4.00	\$1.50	\$3.00	\$2.50
August	18	36.00	40.50	7.20	72.00	27.00	5.40	45.00
September	21	42.00	47.25	8.40	84.00	31.50	6.30	52.50
October	20	40.00	45.00	8.00	80.00	30.00	6.00	50.00
November	15	30.00	33.75	6.00	60.00	22.50	4.50	37.50
December	14	28.00	31.50	5.60	56.00	21.00	4.20	35.00
January	18	36.00	40.50	7.20	72.00	27.00	5.40	45.00
February	17	34.00	38.25	6.80	68.00	25.50	5.10	42.50
March	23	46.00	51.75	9.20	92.00	34.50	6.90	57.50
April	16	32.00	36.00	6.40	64.00	24.00	4.80	40.00
May	14	28.00	31.50	5.60	56.00	21.00	4.20	35.00
TOTAL	176	\$352.00	\$396.00	\$70.40	\$704.00	\$264.00	\$52.80	\$440.00

Child Nutrition Program

The Zachary Community School Board Child Nutrition Program goal is to serve healthy, nutritious choices that are appetizing, affordable and available to all students. Menus, which are consistent with the Recommended Dietary Allowances (RDAs), the calorie goals, and the Dietary Guidelines for Americans, have been planned so that students can have healthier lives... now and in the years to come. We are customer focused and welcome any comments you may have. For comments, call the Child Nutrition Program Office, Zachary Community School Board, at 658-4969.

Set up FREE meal charge alerts at www.MySchoolBucks.com

Payment Information:

Method of Payment: On-line credit card payment at www.MySchoolBucks.com, cash or check.

Make check payable to: Zachary Community School Board Child Nutrition Program (ZCSB-CNP)

Write one check per child: In the memo section of the check, write the student's full name and point of service LUNCH NUMBER, if known.

Meal Payments: Prepayment for meals by the week, month or year is recommended. Students spend less time in line if meals are prepaid. You can maximize the time your child has to eat lunch by taking care of meal payments at the beginning of the month or week rather than in the lunch line. If you pay for meals, it is recommended that you send the August 2020 payment on the first day of school.

Parents of Elementary students: Place cash payments in a sealed envelope that is labeled with the student's full name, purpose for which money is intended, and amount of cash or check sent.

Federal Eligibility Income Chart for School Year 2020-2021

Your children may qualify for free or reduced price meals if your household income falls at or below the limits on the chart at this website: <http://www.fns.usda.gov/cnd/governance/notices/eqs/RPIeqs.pdf>

Seclusion/Restraint Procedures

Under Louisiana Revised Statutes 17:416.21

(Act 328 of 2011) & Louisiana Bulletin 1706, Revised 2012

This document provides procedures/guidance for the use, reporting, documentation and oversight of seclusion and restraint in the Zachary Community School Board, following issuance of regulations by the Board of Elementary and Secondary Education (BESE), Louisiana Department of Education (LDE).

These procedures specifically address the statutory requirements of La.R.S. 17:416.21 (Louisiana Act 328 of 2011) and revised Louisiana Bulletin 1706 regarding the use of seclusion and restraint as emergency safety measures to control the actions of students with exceptionalities in Louisiana's public schools. It is understood that this procedural/guidance document is a work in progress and in no way constitutes the totality of interventions and strategies that may be used by the ZCSB and its personnel in addressing the educational needs of students with exceptionalities.

For the purposes of this document, Zachary Community School Board may encompass policies adopted by the ZCSB; administrative procedures implemented by school administrators and school employees (as defined herein) and guided forms developed to assist school employees in carrying out their responsibilities under La.R.S. 17:416.21 (Act 328 of 2011) and applicable sections of Louisiana Bulletin 1706.

SUPERINTENDENT'S DIRECTIVES PURSUANT TO SCHOOL BOARD POLICY

The Zachary Community School Board has approved the following guidelines and procedures relative to the use of seclusion and restraint by its employees:

Reporting requirements

NOTIFICATION REQUIREMENTS FOR SCHOOL OFFICIALS AND PARENTS/LEGAL GUARDIANS

This “mandatory notification” will be via district prepared forms.

The parent or other legal guardian of a student who has been placed in seclusion or physically restrained shall be notified as soon as possible. The student’s parent or other legal guardian shall also be notified in writing within twenty-four hours of each incident of seclusion or physical restraint. Such notice shall include the reason for such seclusion or physical restraint, the procedures used, the length of time of the student’s seclusion or physical restraint, and the names and titles of any school employee involved.

The director or supervisor of special education shall be notified any time a student is placed in seclusion or is physically restrained.

A school employee who has placed a student in seclusion or who has physically restrained a student shall document and report each incident in accordance with the policies adopted by the school’s governing authority. Such report shall be submitted to the school principal or designee not later than the school day immediately following the day on which the student was placed in seclusion or physically restrained and a copy shall be provided to the student’s parent or legal guardian.

If a student is involved in five incidents in a single school year involving the use of physical restraint or seclusion, the student’s Individualized Education Plan (IEP) team shall review and revise the student’s behavior intervention plan to include any appropriate and necessary behavior supports.

The documentation compiled for a student who has been placed in seclusion or has been physically restrained and whose challenging behavior continues or escalates shall be reviewed at least once every three weeks.

EXPLANATION OF METHODS OF PHYSICAL RESTRAINT

The Nonviolent Crisis Intervention program is design for the Care, Welfare, Safety, and Security for all individuals affected by crisis– staff and student. The training program focuses on assisting staff in providing a safe environment with the goal of preventing the need for restrictive behavior management.

Crisis Prevention provides a detailed model of procedures for staff to utilize prior to an incident that requires the use of restraint or seclusion. The Nonviolent Crisis Intervention program addresses the key components necessary to properly review the events that occurred before, during, and after the incident. The Nonviolent Crisis Intervention focuses on verbal de-escalation strategies that are intended to defuse a situation from escalating to the point where restrictive behavior management interventions are required.

The Nonviolent Crisis Intervention training program teaches participants that physical restraints should only be used when an individual is a treat to self or others. Nonviolent Crisis Intervention participants are taught by Certified Instructors to safely and effectively administer physical restraint as a form of restrictive behavior management intervention only when other, less restrictive forms of behavior management have been exhausted and when an individual is a danger to self or others.

TRAINING REQUIREMENTS RELATIVE TO THE USE OF RESTRAINT

Training will be provided to school personnel or other individuals deemed necessary to address the use of seclusion and restraint techniques with students with disabilities.

Zachary Community School District uses the Crisis Prevention Institute Program (CPI) which is a Non-Violent Crisis Intervention (NVCI). We also incorporate positive behavior support methods, de-escalation techniques and referral to mental health services intervention when needed.

Training will consist of a four (4) day instructor certification for those individuals who have been chosen to be trainers. There will be a two

(2) day comprehensive workshop for those individuals who will be trained in “CPI”, “NVCI”.

This staff will participate in continuous education training using CPI program at least annually.

Documentation of the certification and annual training will be maintained by Director of Student Support Services.

- Dissemination of guidelines and procedures to all school employees
- Guidelines and procedures will be provided to all school employees in the employee handbook.
- Dissemination of guidelines and procedures to every parent of a child with an exceptionality
- Guidelines and procedures will be provided to parents via the Zachary Community School District Student Rights and Responsibilities Handbook as well as on-line web postings.
- Notification to the Louisiana Department of Education Principals will ensure maintenance of the Zachary Community School System incident report. This report will be submitted to the Director of Student Support Services yearly. The Director of Student Support Services will ensure the dissemination of this yearly report to the State Department of Education.

GRADUATION

High school students must meet all course and attendance requirements and meet all LEAP 2025 assessment criteria prior to graduating. In addition, these students must meet the same criteria in order to participate in graduation exercises.

EQUAL EDUCATION OPPORTUNITIES

Section 504 of the Rehabilitation Act of 1973 is a civil rights law that prohibits discrimination on the basis of a disability in any program receiving federal funds. Section 504 States that:

“No otherwise qualified individual with a disability in the United States shall, solely by reason of her or his disability, be excluded

from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance.”

This law guarantees individuals with disabilities certain rights, including the right to a free appropriate public education (FAPE). Appropriate services are those designed to level the playing field and meet the needs of the students with disabilities to the same extent that the needs of students without disabilities have been met so that students with disabilities may enjoy full participation in educational opportunities.

This law is intended to provide individuals with disabilities equal to pursue employment, educational, and recreational goals without discrimination.

NOTICE OF NON-DISCRIMINATION

The Zachary Community School Board does not discriminate on the basis of race, color, national origin, religion, sex, handicap or disability.

ELECTRONIC TELECOMMUNICATION DEVICES

No student, unless authorized by the school principal or his/ her designee, shall use or operate any electronic telecommunication device, including but not limited to any cell phone, camera, video tape recorder, digital recorder, any facsimile system, radio paging service, mobile telephone service, intercom, or electromechanical paging system in any elementary or secondary school building, or on the grounds thereof or in any school bus used to transport public school students. A violation of these provisions may be grounds for disciplinary action, including but not limited to, suspension from school. Nothing shall prohibit the use and operation by any person, including students, of any electronic telecommunication device in the event of an emergency. Emergency shall mean an actual or imminent threat to public health or safety which may result in loss of life, injury, or property damage.

For purposes of this policy, the terms use and operation shall mean whenever the electronic telecommunication device is turned on.

**ELEMENTARY AND MIDDLE SCHOOL STUDENTS
GRADES PRE K-8**

No electronic telecommunications device may be brought to school by an elementary or middle school student in grades Pre K – 8.

STUDENT COMPUTER/NETWORK ACCEPTABLE USE POLICY

The Zachary Community School Board is making Internet access available to students to prepare them to participate productively in the information society of the 21st century. Inter- net access will give students the opportunity to inquire, study, communicate, and gain new understandings about our global society.

RIGHT	RESPONSIBILITY
Students have the right to use the system’s educational network as a tool to enhance learning, as it becomes available at their location.	Students have the responsibility to learn and follow guide- lines that are deemed appropriate in using the educational network. All access to the Internet will be teacher directed and will conform to the following:

RULES FOR USE OF COMPUTER NETWORK AND INTERNET:

Students shall:

- Sign a statement as evidence that the student has read, understands, and intends to comply with these policies, and all other related policies before using the computers at Zachary Community Schools.
- Use World Wide Web search engines and/or other Internet tools only under the direction and supervision of teachers.
- Not access visual depictions that are obscene, pornographic or harmful to minors.
- Not attempt to gain unauthorized access, including so-called "hacking" or otherwise compromise any computer or network security or engage in any illegal activities on the Internet, including willfully introducing a computer virus, worm, or other harmful program to the network.
- Not access objectionable or inappropriate material over the Internet.
- Not post any e-mail or other messages or materials that are derogatory, abusive, obscene, profane, sexually oriented, threatening, offensive, dangerous, slanderous, sexually harassing, terrorizing or illegal. Students shall not use any language online that is not permitted in the classroom.
- Not post personal information about themselves (last names, addresses, or telephone numbers) or any other person.
- Not forward personal mail without permission.
- Not abuse or waste network resources through frivolous and non-educational use or send chain letters or annoying or unnecessary letters to large numbers of people.
- Observe the copyright law. Students shall not plagiarize or otherwise use copyrighted material without permission. Students shall properly cite the source of information accessed over the Internet.
- Not make any purchase on the Internet while using school equipment or Internet service.

- Not use e-mail, chat rooms, net meeting rooms, and other form of direct electronic communication including instant messaging systems unless authorized.

Also Note:

- Installation of software is allowed only by the District's administration, and should not be undertaken by any other user.
- Users are not permitted to work in or to modify the Network Operating System.
- Unauthorized exploration or changes to any system files are prohibited.
- The Zachary Community School Board computers must be used only for educational activities and are limited to activities that have been approved by a teacher or staff member.
- The presence of food or drink in the vicinity of the computers or computer related equipment is forbidden.
- Documents and/or mail stored on the District network should be deleted regularly in order to conserve file space.
- The Zachary Community School Board reserves the right to purge accounts after proper notification of exceeding space regulations.
- Students are not to download large files unless absolutely necessary, and only with the approval of the teacher. If necessary, students will download the file at a time when the system is not being heavily used and immediately remove the file from the system computer once the research project in question is completed.
- Users must remember to log off any computer before leaving the area as user ids will be used as the primary method for tracking computer usage.
- If a user is concerned that their password is not secure, then see the system administrator for a new password.
- Standard 3 1/2" diskettes, CDs and portable memory drives are acceptable for file storage. Please be careful when inserting or removing these diskettes. CDs and

memory sticks are the preferred forms of storage.

- Interpretation, application and modification of the policy is within the sole discretion of the Zachary Community School Board.
- Any questions or issues regarding this policy should be directed to the Zachary Community School Board Administration.

- D. Students who may inadvertently access a site that is pornographic, obscene or harmful to minors shall immediately disconnect from the site and inform the teacher.
- E. Consequences for failing to follow these standards may range from loss of Internet privileges to expulsion from school, depending upon the nature and severity of the act.

All school and district rules apply to the Internet the same as they do in the classroom or elsewhere on school grounds. Network administrators and school personnel may review student e-mail messages at any time or track student navigation of the World Wide Web. Any activity that may be in violation of local, state, or Federal laws will be reported to the appropriate law enforcement agency.

Any parent or guardian who has questions or concerns about their child's Internet Access is encouraged to discuss these concerns with the school principal. Parents or guardians are also encouraged to discuss family values with their children to guide their activities on the Internet.

STUDENT SEXUAL HARASSMENT

The Zachary Community School Board disapproves of and does not tolerate sexual harassment by employees to students, by students to employees, or by one student to another student which may occur on or off-campus during or after school hours, during or directly related to school-sponsored activities, or at a time and/or place directly related to school functions. No employee or student, either male or female, should be subject to unsolicited and unwelcome sexual overtures or conduct, either verbal or physical. Sexual harassment does not refer to occasional compliments of a socially acceptable nature. It refers to behavior

that is not welcome, that is personally offensive, and therefore interferes with the purposes of the employee and/or student in the academic, extracurricular, and co-curricular atmosphere. Sexual harassment includes any type of sexually coercive or oppressive conduct, including, but not limited to, threats, comments, jokes or overtures of a sexual nature. Sexual harassment also includes *quid pro quo* claims which occur when an employee makes sexual advances toward a student which threaten or imply retaliation if the student resists, or rewards if the student acquiesces.

This policy applies to all employees and volunteers, to the elected members of the School Board, and to all students of the Zachary Community School District. It applies at school, school sponsored events, and in situations which are related to the school or school functions.

COMPLAINT PROCEDURE

Complaints of sexual harassment which take place at school or at a school related function or arising out of the school setting should be promptly made to the principal of the school. Should the claim of sexual harassment be brought against the principal of the school, the complaint should be brought directly to the Superintendent.

A report or complaint of an alleged violation of this policy shall be sufficiently clear and explicit so that it can be recognized as a legitimate report of sexual harassment or retaliation. This means that a report or complaint shall, at a minimum, include: (1) a description of an alleged act of sexual harassment or retaliatory conduct, including the date, time, and place it allegedly occurred; (2) identity of the alleged victim; (3) identity of the alleged harasser; and (4) identity of the reporting person.

After notification of the complaint, a confidential investigation shall immediately be initiated to gather all facts about the complaint.

After the investigation has been completed, a determination shall be made regarding the resolution of the case. If warranted, disciplinary action will be taken up to and including involuntary

termination of an employee and/or expulsion of a student. Any disciplinary action regarding an employee will be placed in the employee's personnel file which shall reflect the action taken and the grounds therefor. Any disciplinary action taken in regard to a student shall be maintained as any other student disciplinary violation.

SUSPECTED CHILD ABUSE

If the victim of the alleged sexual harassment is a minor student and if the alleged harassment falls within the definition of *abuse* as found in School Board policy [JGCE, Child Abuse](#), then all school employees with knowledge shall be considered *mandatory reporters* and the allegations must be reported to child protection or law enforcement as provided by state law and School Board policy. Such reporting must be made in addition to any procedures for handling sexual harassment complaints.

RETALIATION

Retaliation against any employee or student who brings sexual harassment charges or who assists in investigating such charges shall be prohibited. Any employee or student bringing a sexual harassment complaint or assisting in the investigation of such a Zachary Community School District complaint shall not be adversely affected, discriminated against or punished because of the complaint. Reports and complaints of such retaliation shall be handled in the same manner as those of sexual harassment.

DISCIPLINE/CONSEQUENCES

1. Any student who is determined to have engaged in sexual harassment or retaliation against another individual in violation of this policy may be subject to disciplinary action, up to and including expulsion.
2. Any employee who is determined to have permitted, engaged in, or failed to report sexual harassment or retaliation in violation of this policy and the related procedures may be subject to disciplinary action, up to and including termination.

ENFORCEMENT

1. Each principal or other site manager has the responsibility of taking such reasonable steps necessary and practicable to maintain an educational environment free of sexual harassment. Such steps shall include implementation of the following:
 - A. The principal and all employees shall cooperate, as needed, in the formal and informal investigations instituted under this policy.
 - B. The principal and other administrators in charge of discipline of students shall, in accordance with policy and law, take such disciplinary action against any student found to be in violation of the sexual harassment policy as may be appropriate under the circumstances.
 - C. Within the first week of school each school year, the principal or other site manager shall ensure that an in-service program addressing the sexual harassment policy and procedures is provided for all employees.
 - D. During orientation at the beginning of each school year or at the time of a new student's mid-year enrollment, the principal shall ensure that instruction about sexual harassment, the policy, and procedures are provided to students in an age-appropriate manner.
 - E. Teachers, counselors, and administrators shall instruct students on the sexual harassment report and complaint procedures within the educational setting on an as-needed basis.
 - F. The principal or other site manager shall ensure that the sexual harassment policy and procedures are provided to all students, parents, and employees by:
 1. Including an age-appropriate restatement of the policy and procedures in the student handbook;
 2. Posting an age-appropriate restatement of the policy against sexual harassment, the

report and complaint procedures, and notice and posting of the name of the School Board's Title IX Coordinator at visible and accessible sites for students, for parents, and for employees;

3. Making a copy the complete policy and procedures available on request for students, parents, and employees at the school office and the central office; and
4. Maintaining the policy and procedures on the School Board website.

2. Special Situations

- A. An employee shall immediately notify the principal/designee when he/she becomes aware of graffiti on any school property which is vulgar, sexually offensive, or suggestive of sexual harassment. The principal/designee shall determine (1) whether the graffiti is sufficient to constitute a report of sexual harassment and, if so, have a report form completed by the appropriate party and institute the informal investigation procedure; and/or (2) whether a photographic or other record of the graffiti should be made and, if so, shall retain such documentation in a specific file in the principal's office. In any event, such graffiti shall be immediately covered, if possible, and removed as soon as possible thereafter.
- B. An employee shall immediately notify the principal/designee when the employee has cause to believe that a student or employee has accessed, on a personal or school-owned computer on campus or off-campus during a school-related activity, an Internet and online site that is reasonably believed to be sexually obscene or to otherwise contain sexually harassing content. The principal/designee shall determine whether such report constitutes a report of

sexual harassment and, if so, shall have a report form completed by the appropriate party and institute the informal investigation process.

DATING VIOLENCE

Dating Violence is defined as a pattern of behavior where one person threatens to use, or actually uses, physical, sexual, verbal, or emotional abuse to control his or her dating partner.

Dating Violence Warning Signs:

- For Victim-Physical signs of injury; isolation from family and friends; loss of interest in activities that were once enjoyable; making excuses for dating partner's behavior; noticeable changes in eating or sleeping patterns; alcohol or drug use; loss of self-confidence; excessive text messaging or calling from dating partner.
- For Perpetrator – Threatening to hurt others in any way; insulting a dating partner in public or private; frequently insisting on walking a dating partner to class; damaging or destroying a dating partner's belongings; attempting to control what a dating partner wears; extremely jealous.

Instructions for Reporting or Seeking Help – Any student who is a victim of, or a witness to, dating violence should immediately talk to someone they trust like a parent, teacher, school administrator, counselor, nurse or school resource officer.

Louisiana Coalition Against Domestic Violence (Free Confidential 24 hrs. Help)

Statewide Hotline: 1-888-411-1333 National Hotline: 1-800-799-7233

COMMUNICATIONS WITH LANGUAGE-MINORITY STUDENTS AND PARENTS

All schools with language minority students are obligated to provide written or verbal communications with these students and parents or guardians in a language they can best understand. This handbook may be translated or interpreted to meet the Office of Civil Rights (OCR) standards and the Equal Educational Opportunity Act (EEOA) Guidelines of 1974.

NOTICE OF USE OF PERSONAL HEALTH INFORMATION (HIPAA)

This Notice Describes How Medical Information About Your Child May Be Used and Disclosed and How You Can Get Access To This Information. Please Review It Carefully.

We understand that information we collect about your child and their health is personal. Keeping health information of your child private is one of our most important responsibilities. We are committed to protecting their health information and following all laws about its use. You have the right to discuss with the system's Privacy Officer your concerns about how their health information is shared. The law says:

- We must keep their health information from others who do not need it.
- You may ask us not to share certain health services information. Sometimes, we may not be able to agree to your request.

Your child may receive certain services from nurses, therapists, social workers, doctors or other health care related individuals. They may see, use and share your child's health or medical information to determine any plan of treatment, diagnosis, or outcome of information as described in an

Individualized Education Program (IEP) or other plan document. This use may cover such health services your child had before now or may have later.

We review such health services information and claims to make sure that you get quality services and that all laws about providing and paying for such health services are being followed. We may also use the information to remind you about service or to tell you about treatment alternatives. We also use the information to obtain payments for such services as a result of the Medicaid program. We must submit information that identifies you and your child, your child's diagnosis and the treatment of services provided to your child for reimbursement by Medicaid. We may share your health care information with health plans, insurance companies, or government programs to help get the benefits and so that the School System can be paid or pay for such health care or medical services. In most cases, you may see your child's health information but the request cannot include psychotherapy notes or information gathered for judicial proceedings. There may be legal reasons or safety concerns that may limit the amount of information that you may see. You may ask in writing to receive a copy of your child's health information. We may charge a small amount for copying costs. If you think some of the health information is wrong, you may ask in writing that we correct or add to it. You may ask that the corrected or new information be sent to others who have received your child's health information from us. You may ask us for a list of where we sent the health information.

You may ask to have the health information sent to others. You will be asked to sign a separate form, called an authorization form, permitting the health information of your child to go to them. The authorization form tells us what, where and to whom the information must be sent. You can stop or limit the amount of information sent any time by letting us know in writing.

Note: A child 18 years old or older can give consent for his or her health information to be kept private from others unless the child signs an authorization form.

We follow laws that tell us when we have to share health information of your child even if you do not sign an authorization form. We always report:

- Contagious diseases, birth defects and cancer;
- Firearm injuries and other trauma events;
- Reactions to problems with medicines or defective medical equipment;
- To the police or other governmental agencies when required by law;
- When a court orders us to;
- To the government to review how our programs are working;
- To a provider or insurance company who needs to know if your child is enrolled in one of our programs;
- To Worker's Compensation for work related injuries;
- Birth, death and immunization information;
- To the federal government when they are investigating something important to protect our country, the President and other government workers;
- Abuse, neglect and domestic violence, if related to child protection or vulnerable adults; or
- To parents and others designated by law.

We may also share health care information for permitted research purposes, for matters concerning organ donations and for serious threats to public health or safety. This notice is yours. You may ask for a copy at any time. If there are important changes to this notice, you will get a new one within 60 days. If you have questions about this notice of privacy rights of your child or that such rights have been violated, you can contact: Zachary Community School Board Office • (225) 658-4969 • 3755 Church Street, Zachary LA 70791

You can also complain to the federal government Secretary of Health and Human Services (HHS) or to the HHS Office of Civil Rights. Your health care services will not be affected by any complaint made to the School Board, Secretary of Health and Human Services or Office of Civil Rights.

COMMUNICABLE DISEASE CONTROL POLICY

Current immunization records are required for all students entering school for the first time, including kindergarten, in compliance with the immunization schedule established by the legislature in La. R.S. 17:170 unless compliance is waived pursuant to the statute. School personnel will cooperate with public health personnel in completing and coordinating all immunization data, waivers and exclusions, including the necessary Vaccine Preventable Disease Section's School Immunization Report forms to provide for control of preventable communicable diseases.

ZACHARY COMMUNITY SCHOOL DISTRICT ASBESTOS MANAGEMENT PLAN

The Zachary Community School facilities have been inspected for asbestos-containing materials and the results of the inspections are contained in an Asbestos Management Plan, which is on file at the school office.

The Asbestos Management Plan includes the results of all the inspections conducted on all the buildings indicated. It also contains the results of the materials sampled which were taken during the inspections and the plans for asbestos abatement.

The Asbestos Management Plan is available to review during regular working hours at the school office. A copy of the Management Plan will be made, upon request, for a nominal fee to cover the cost of copying and handling.

GLOSSARY

1. **ABUSIVE LANGUAGE** – Any verbal abuse or bullying of others, including but not limited to slurs, name-calling, or derogatory statements to another person because of that person's race, color, religion, national origin, disability, physical/personal appearance, or sexual orientation.
2. **ARSON** - The damage to property by the use of an explosive substance or the setting on fire to any school or personal property.
3. **ASSAULT** –
 - A. An attempt to commit a battery or the intentional placing of another person in reasonable apprehension of receiving a battery which is not self-defense.
 - B. Assault of a school teacher is an assault committed when the victim is a school teacher acting in the performance of employment duties.
4. **BATTERY** –
 - A. The use of force or violence upon a person if actual contact is made.
 - B. Battery of a school teacher is the use of force or violence against a school teacher when the teacher is acting in performance of employment duties.
5. **BURGLARY** - The unauthorized entry of property.
6. **COMMUNICATING OF FALSE INFORMATION OF PLANNED ARSON OR BOMB THREATS** - The intentional impartation or conveyance, or causing the impartation or conveyance by the use of the mail, telephone, telegraph, word of mouth, or other means of communication, of any threat or false information knowing the same to be false, including bomb threats or threats involving fake explosive devices, concerning an attempt or alleged attempt being made, or to be made, to commit either aggravated or simple arson.
7. **COMPUTER HACKING** - The accessing or causing to be accessed of any computer, computer system, computer network, or any part thereof with intent to view, alter, delete, or insert programs or data without authority.
8. **DISRESPECT FOR AUTHORITY** - Any unprovoked act of

aggression which demonstrates a disregard or interference with authority or supervising personnel.

9. **DISTURBANCE** -

A. Minor Disturbance - An act of misconduct that disrupts the orderly process of educational activities in that area that is confined to a limited area, and/ or which jeopardizes safety of children.

B. Major Disturbance - A serious act of misconduct that interrupts the orderly process of educational activities that is not confined to a limited area, and/or which jeopardizes safety of children.

10. **DRUGS** - Illegal narcotics or any controlled dangerous substances.

11. **DRUG PARAPHERNALIA** - All equipment products and materials of any kind which are used with drugs such as roach clips, rolling papers, pipes, etc.

12. **EMERGENCY** - An unexpected situation that requires prompt action.

13. **EXCUSED TARDY** - Acceptable reason for not being in class on time, including but not limited to accidents, illness, emergencies or natural disasters.

14. **EXPLOSIVE DEVICES** - Including fireworks, bullets, bombs, and incendiary devices.

15. **EXTORTION** - The taking of goods or services by threats or intimidation.

16. **FIGHTING** - The exchange of blows between two or more students with the intent of harming one another.

17. **GAMBLING** - To play a game of chance where a reward is expected.

18. **HABITUAL OFFENDER** - One who has committed several offenses, not necessarily of the same type.

19. **INDECENT BEHAVIOR** - Socially unacceptable behavior, that is morally offensive.

20. **INDIVIDUAL EDUCATION PROGRAM (IEP)** – A written statement for a student with disabilities that contains an overview of instructional needs that is developed, reviewed, and revised in a meeting in accordance with C.F.R. 300.341-300.350, IDEA Regulations.

21. **INTIMIDATION** - To make timid or fearful.
22. **LOOK-ALIKE** - Similar to; appear to be.
23. **MOLESTATION** - To make indecent advances in which physical contact is made.
24. **PORNOGRAPHY**-Material (such as books, writing, or photographs) that show erotic behavior and is intended to cause sexual excitement.
25. **PROBATION** - A condition in which students are temporarily placed to assist them in adjusting to a normal school setting.
26. **PROVOKING A FIGHT** - To purposely cause or invite any intentional gesture written, verbally, electronically, or physically promote a student or students to fight.
27. **QUALIFIED HANDICAPPED PERSON** - With respect to public preschool elementary, secondary, or adult educational services, a handicapped person (i) of an age during which non-handicapped persons are provided such services, (ii) of any age during which it is mandatory under state law to provide such service to handicapped persons, or (iii) to whom a state is required to provide a free appropriate public education under section 612 of the Education of the Handicapped Act.
28. **REASONABLE BELIEF** - A suspicion founded upon-circumstances sufficiently strong to warrant a belief in a reasonable person that something is true.
29. **ROBBERY** - Taking of anything of value belonging to another by the use of force or intimidation.
30. **SCHOOL BUILDING LEVEL COMMITTEE (SBLC)** – A group of knowledgeable persons comprised of school staff and parents who meet in response to a student’s needs.
31. **SELF-DEFENSE** - An act of protecting oneself from an aggressor where the force used is only sufficient to repel the aggressor. The right of an individual to protect him/herself by using force upon another when it can be reasonably concluded that the use of force more prob- ably than not was committed SOLELY for the purpose of preventing forcible offense against him/herself.

A PERSON WHO IS THE AGGRESSOR OR WHO BRINGS

ON DIFFICULTY CANNOT CLAIM THE RIGHT OF SELF-DEFENSE. A STUDENT CANNOT CLAIM THE RIGHT OF SELF-DEFENSE WHENEVER HELP OR FLIGHT IS AVAILABLE. RESPONDING TO A VERBAL CONFRONTATION BY USING PHYSICAL FORCE IS NOT ACCEPTABLE AND CANNOT BE CLAIMED AS SELF-DEFENSE.

31. **SERIOUS BODILY INJURY** -Impairment of physical condition not limited to the following: loss of consciousness, concussion, bone fracture, impairment of function of bodily member or organs, wound requiring suturing, and serious disfigurement.

32. SEXUAL HARASSMENT

- A. Student to Student or Student to Staff Harassment -In this context, sexual harassment is defined as any unwelcome sexual advance, request for sexual favors or other inappropriate verbal, visual, written or physical conduct of a sexual nature at school or a school sponsored event.
- B. Extended Definition - Sexual harassment may also include but is not limited to:
1. verbal harassment or abuse;
 2. uninvited letters, telephone calls, or materials of sexual nature;
 3. uninvited or inappropriate leaning over, cornering, patting or pinching;
 4. uninvited sexually suggestive looks or gestures;
 5. intentional brushing against a student's or a school employee's body;
 6. uninvited pressure for dates;
 7. uninvited ~~sexual~~ teasing, jokes, remarks or questions;
 8. any sexually motivated unwelcome touching; or
 9. attempted or actual rape or sexual assault.
33. **TARDY** - When one is not in his or her classroom when the tardy bell rings.
34. **TERRORIZING** - The intentional communication of information, known by the offender to be false, that the

commission of a crime of violence is imminent or in progress or that a circumstance dangerous to human life exists or is about to exist, thereby causing any person to be in sustained fear for his or another person's safety; causing evacuation of a building, a public structure, or a facility of transportation; or causing other serious disruption to the public.

35. **THEFT** – Taking other's property without permission, by stealing, fraud or trickery.
36. **THREAT** - A communication in person, in writing or through the use of the Internet to injure a person or to kill a person, who is a teacher, employee of the school system or a student of the school.
37. **TRESPASSING** - Unauthorized entry on a school campus other than the one a student normally attends except when the student has been assigned to an alternative program.
38. **TRUANT/HOOKY** - One who is absent from school without permission.
39. **VANDALISM** - The defacing, damaging, and/or breaking of others' property through willful misconduct.
40. **WEAPON** - Any object which, under the circumstances, may be used to inflict bodily injury or damage to property. A *weapon*, in accordance with federal statutes, means a firearm or any device which is designed to expel a projectile or any destructive device, which in turn means any explosive, incendiary or poison gas, bomb, grenade, rocket, missile, mine or similar device
41. **WILLFUL DISOBEDIENCE** - The refusal to follow a reasonable request of a teacher, administrator, or an adult authority figure on campus.
42. **ZERO TOLERANCE** – An anti-violence policy making school a safer place for learning. Automatic recommendation for expulsion by the school administration.

SPECIAL EDUCATION GLOSSARY

CHANGE OF PLACEMENT:

The removal of a special education student for more than ten (10) consecutive school days; or The student is subjected to a series

of removals that constitute a pattern because they accumulate to more than 10 school days in a school year, and because of factors such as the length of each removal, the total amount of time the student is removed, and the proximity of the removals to one another. C.F.R. 300.519, IDEA Regulations.

STUDENTS WITH DISABILITIES:

Any student who is presently identified as exceptional. Any student whom the system has knowledge that the student was a student with a disability before the behavior that precipitated the disciplinary action occurred, may assert any protections provided for in IDEA Part 300 Regulations and Louisiana’s Regulations for Implementation of the Children with Exceptionalities Act (R.S. 17:1941, et seq); Title 28 Part XLIII Bulletin 1706 Subpart A – Regulations for Students with Disabilities and Section 504 of the Rehabilitation Act of 1973. This does not apply to students identified as gifted or talented.

STUDENT FEES, FINES AND CHARGES

The Zachary Community School Board may impose certain student fees or charges to help offset special costs incurred in the operation of specific classrooms or subjects. Generally, students should not be denied or delayed admission nor denied access to any instructional activity due to failure or inability of their parent or guardian to pay a fee. Report cards and other academic records cannot be withheld for failure to pay a fee, pursuant to La. Rev. Stat. Ann. §17:112(C).

The School Board shall publish the Student Fees, Fines and Charges policy and procedures on its website. Each school shall publish the policy on its website and include it in the school's student handbook which shall be provided to each student and his/her parent or legal guardian at the beginning of each school year in the manner determined by the School Board.

The Student Fees, Fines and Charges policy shall be reviewed annually and revised as necessary.

DEFINITIONS

Fees shall mean any monetary payment or supplies required as a condition of a student being enrolled in school or participating in any curricular or co-curricular activity. Fees shall not include supplies or monetary payment for extracurricular activities. Fees shall not mean the cost of school meals.

Curricular and co-curricular activities are activities that are relevant, supportive, that are an integral part of the program of studies in which the student is enrolled, and that are under the supervision and/or coordination of the school instructional staff.

Extracurricular activities are those activities which are not directly related to the program of studies, which are under the supervision and/or coordination of the school instructional staff, and which are considered valuable for the overall development of the student.

REGULATIONS

1. A school shall not charge or assess a fee unless the fee has been set and included in the School Board's approved Schedule of Fees.
2. Fees charged for the same item or service shall be consistent among all schools under the jurisdiction of the School Board.
3. Failure by a student, or parent on behalf of their child, to pay any required fee shall not result in the withholding of a student's educational record.

SCHEDULE OF FEES

A list of authorized fees, including their purpose, use, amount or authorized range, and how each fee is collected, shall be as listed on the Schedule of Fees (Appendix A) attached to this policy.

Economic Hardship Waivers

A student or his/her parent or legal guardian may request and receive a waiver of payment of a fee due to economic hardship. Waivers of fees shall be granted based on objective criteria which shall include, but not be limited to the following, relative to the student or his/her family:

1. Is receiving unemployment benefits or public assistance including Temporary Assistance for Needy Families, Supplemental Nutrition Assistance Program, supplemental security income, or Medicaid.
2. Is in foster care or is caring for children in foster care.
3. Is homeless.
4. Is serving in, or within the previous year has served in, active military service.
5. Is eligible for free or reduced priced meals in schools not participating in the Community Eligibility Provision Program.
6. Is an emancipated minor.

A written request for a waiver of fees shall be submitted to the principal of the school or his/her designee for consideration. Proof of eligibility shall be included with the fee waiver request. A written decision on the waiver request shall be rendered within five (5) school days of the date of receipt of the request. Should the initial request to the principal of the school for a waiver be denied, a written appeal may be made to the Superintendent or his/her designee, who shall respond to the appeal in writing within five (5) school days of the receipt of the appeal.

All requests for economic hardship waivers of student fees and any and all supporting documentation used in considering the validity of any request for a waiver shall be confidential.

All records associated with a fee waiver request due to economic hardship shall not constitute a public record but may be audited to ensure compliance with the School Board's policy. A student's

personally identifiable information associated with such a waiver request shall not be made public.

SCHOOL SUPPLIES

School supplies requested by classroom teachers of a student's parent or legal guardian shall not exceed a published amount per student per school year as determined by the School Board. Each school principal shall approve all school supplies requested by classroom teachers. Prior to assessing a fee for school supplies or developing a school supply list, consideration shall be given to the existing school supply inventory. A student shall not be denied the opportunity to participate in a classroom activity due to his or her inability to provide requested supplies.

DAMAGE TO TEXTBOOKS/INSTRUCTIONAL MATERIALS

The School Board may require parents and/or legal guardians to compensate the school district for lost, destroyed, or unnecessarily damaged books and materials, and for any books which are not returned to the proper schools at the end of each school year or upon withdrawal of their dependent child. Under no circumstances may a student of school age be held financially responsible for fees associated with textbook replacement.

Compensation by parents or guardians may be in the form of monetary fees or community/school service activities, as determined by the School Board. In the case of monetary fees, fines shall be limited to no more than the replacement cost of the textbook or material, but may, at the discretion of the School Board, be adjusted according to the physical condition of the lost or destroyed textbook. A school system may waive or reduce the payment required if the student is from a family of low income and may provide for a method of payment other than lump-sum payment.

In lieu of monetary payments, both school systems and parents/guardians may elect to have students perform school/community service activities, provided that such are arranged so as not to conflict with school instructional time, are properly supervised by school staff, and are suitable to the age of the child.

Under no circumstances may a school or school district refuse the parent/guardian the right to inspect relevant grades or records pertaining to the child nor may the school or school district refuse to promptly transfer the records of any child withdrawing or transferring from the school, per requirements of the Federal Family Educational Rights and Privacy Act.

Under no circumstances may a school or school district deny a student promotional opportunities, as a result of failure to compensate the school district for lost or damaged textbooks. Students shall not be denied continual enrollment each grading period nor re- entry in succeeding school years as a result of lost or damaged books.

Students shall not be denied the use of a textbook during school hours each day. The school system shall annually inform parents and/or legal guardians of the locally adopted procedures pursuant to state law and regulation, regarding reasonable and proper control of textbooks.

Revised: October, 2001

Revised: October 3, 2017

Revised: August, 2019

Zachary Community School District

2019-2020 Parental Involvement Policy

*The **2019-2020** Title I district parental involvement policy, Title I school level parental involvement policies, and Title I school level compacts **will remain in effect** for the **2020-2021** school year. This decision is based on the effects of COVID-19. If changes are needed for the 2020-2021 school year, parental input will be requested, and the necessary adjustments will be made to the policies and compacts.

WHAT IS PARENTAL INVOLVEMENT

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—

- (A) that parents play an integral role in assisting their child's learning;
- (B) that parents are encouraged to be actively involved in their child's education at school;
- (C) that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;
- (D) the carrying out of other activities, such as those described in section 1118 of the ESEA.

PART I. GENERAL EXPECTATIONS

The Zachary Community School District agrees to implement the following statutory requirements:

- The school district will put into operation programs, activities and procedures for the involvement of parents in all its schools with Title I, Part A programs, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- Consistent with section 1118, the school district will work with its schools to ensure that the required school-level parental involvement policies meet the requirements of section 1118(b) of the ESEA, and each include, as a

component, a school-parent compact consistent with section 1118(d) of the ESEA.

- The school district will incorporate this district wide parental involvement policy into its LEA plan developed under section 1112 of the ESEA.

- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school district and its schools will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.

- If the LEA plan for Title I, Part A, developed under section 1112 of the ESEA, is not satisfactory to the parents of participating children, the school district will submit any parent comments with the plan when the school district submits the plan to the State Department of Education.

- The school district will involve the parents of children served in Title I, Part A schools in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent, and will ensure that not less than 95 percent of the one percent reserved goes directly to the schools.

- The school district will be governed by the following statutory definition of parental involvement, and expects that its Title I schools will carry out programs, activities and procedures in accordance with this definition:

PART II. DESCRIPTION OF HOW DISTRICT WILL IMPLEMENT REQUIRED DISTRICT WIDE PARENTAL INVOLVEMENT POLICY COMPONENTS

1. The Zachary Community School District will take the following actions to involve parents in the joint development of its district wide parental involvement plan under section 1112 of the ESEA:

- Parents, families, and community will be notified of the district wide parental involvement policy.

- Parents, families, and community members will be invited to assist in the development of district wide parental involvement policy.

•The Zachary Community school district parental involvement committee will work on revisions to the district parental involvement policy.

•The Zachary Community School District will provide assistance to parents and families with English as a second language so they may participate. Also, they will be provided information about other Title and general education services available to their children to meet their individual needs.

2. The Zachary Community School District will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:

•Parents, families, and community members will be notified and invited to become a part of the school improvement teams at each school level.

•Parents, families and community members will be notified and invited to become a part of the Zachary Community School District parental involvement committee.

3. The Zachary Community School District will provide the following necessary coordination, technical assistance, and other support to assist Title I, Part A schools in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:

•Title I funds will be used for parent, family and community involvement. Each Title I school develops a plan to maximize parent, family, and community involvement

•All schools will be required to plan and implement effective parental involvement activities.

•The Zachary Community School District will provide information on its website to help parents, families, and community members and provide information on school level websites to support parents, families and community members.

- The Zachary Community School District will provide and encourage school administration to provide an open line communication between the community, home and school as well as find volunteers to help in schools.

4. The Zachary Community School District will coordinate and integrate parental involvement strategies in all schools with parent and family engagement strategies by:

- The Director of Federal Programs and the Director of Student Support Services will work closely to coordinate and integrate all preschool programs within our network.

- The Zachary Community School District will provide technical assistance to schools in having effective transition plans in place.

5. The Zachary Community School District will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I, Part A schools. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school district will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.

- The Zachary Community School District will conduct an annual parental involvement survey.

- The Zachary Community School District will analyze the data received from the surveys and adjust parent, family, and community involvement practices in schools.

- Survey results will be used to modify the policy as needed.

6. The Zachary Community School District will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective

involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:

- A. The Zachary Community School District will, with the assistance of its Title I, Part A schools, provide assistance to parents of children served by the school district or school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph --
- o the State's academic content standards,
 - o the State's student academic achievement standards,
 - o the State and local academic assessments including alternate assessments,
 - o the requirements of Part A,
 - o how to monitor their child's progress, and
 - o how to work with educators:
 - o School district will provide parents, families, and community members information on how to work with educators
 - o School district will provide parents and families with results of students' annual assessments including alternate assessments
 - o School district will provide parents and families with multiple opportunities for conferencing with teachers as well as individual scheduled meetings.

B. The Zachary Community School District will, with the assistance of its schools, provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:

- Requiring all schools to provide parent meetings and/ or workshops/trainings
- Conduction of a parental involvement meeting with our parent teacher organization and our district level parental involvement committee.
- Collaborating with other resource and referral agencies.

C. The Zachary Community School District will, with the assistance of its schools and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of

parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:

- Utilizing Parent Command Center, Moodle, social media, email, text and district website to communicate with parents, families, community members and stakeholders.
- Consult and collaborate with administrators in the district on how to effectively work with parents, and families to assist in their child's education

D. The Zachary Community School District will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by:

- The Director of Federal Programs and the Director of Student Support Services will work closely to coordinate and integrate all preschool programs within our network.
- The Zachary Community School District will provide technical assistance to school in having effective transition plans in place.
- Hold Parental, family and community meetings such as open house and orientations will be a part of the transition process.
- Providing information regarding school registration.

E. The Zachary Community School District will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:

- The Zachary Community support schools in formatting all information in a language parents and families can understand
- Collaborate with school to see if the need exists to send information to the home in a different language or format.

Zachary Early Learning Center
Northwestern Elementary
School Rollins Place
Elementary School Grades
PreK-2
2020-2021
Student/Parent Handbook

Zachary Early Learning Center
4400 Rollins Place • Zachary, LA 70791
Office: 225-654-6011 • Fax: 225-654-6392
Kelli Day, Principal

Northwestern Elementary School
4200 Rollins Road • Zachary, LA 70791
Office: 225-654-2786 • Fax: 225-654-6613
Kelli Day, Principal

Rollins Place Elementary School
4488 Rollins Place • Zachary, LA 70791
Office: 225-658-1940 • Fax: 225-658-8207
Jennifer Marangos, Principal

August 2020

Dear Students and Parents,

We look forward to a successful school year with the continued support of our parents and the Zachary community. Please do not hesitate to contact the school if we can be of assistance to you.

The school alone cannot teach the whole child. It takes the effort of the school, parents and community working together. Parents are their child's first teacher, and are encouraged to become involved in the education of their children. You can become involved by reviewing homework each evening, listening to and reading with your child, becoming a classroom volunteer and an active member of the Zachary's Elementary Parent Teacher Organization (ZEPTO).

This Student/Parent Handbook has been prepared to foster a good working relationship between the school, students and parents. This handbook outlines our expectations by clearly explaining rules, procedures and other school information. Please read it carefully and refer to it as needed.

Kelli Day, Principal NES and ZELC
Jennifer Marangos, Principal RPE

Please detach and return to your child's teacher.

I have read the 2020-2021 Zachary Early Learning Center, North-western Elementary, and Rollins Place Elementary Handbook which includes Teacher/Student/Parent Compact and School-level Title I Parental Involvement Policy. I was able to give suggestions for improvement (please write suggestions on the back of this form). I will support and adhere to all information included in the Handbook.

Print Student's Full Name

Student Signature

Print Parent/Guardian's Full Name

Parent/Guardian Signature

Teacher

Grade

Teacher Signature

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SCHOOL CALENDAR

August 3	Teachers return Beginning of School Year
August 6	First Day for Students
September 7	Labor Day Holiday (No School)
October 7	End of 1st Nine Weeks
October 12	Fall Holiday (No School)
October 13	Professional Development/Conferences
November 3	Election Day
November 23-27	Thanksgiving Holidays (No school)
December 16-18	Early Dismissal Days
December 18	End of 2nd Nine Weeks
Dec.21 -Jan.1	Christmas/New Year Holidays (No School)
January 4	Professional Development Day (No Students)
January 5	Students Return
January 18	Dr. Martin Luther King, Jr Holiday (No School)
February 15- 17	Mardi Gras Holiday (No School)
March 11	End of 3rd 9 weeks
April 2 -9	Spring/Easter Holidays (No School)
May 18 – 21	Early Dismissal Days
May 21	Last Day for Students

ELEMENTARY GRADING PERIODS

- 1st 9 weeks: August 6 , 2020 - October 7 , 2021
- 2nd 9 weeks: October 8 , 2020 - December 18 , 2020
- 3rd 9 weeks: January 5 , 2021 - March 11 , 2021
- 4th 9 weeks: March 12 , 2021 - May 20 , 2021

REPORT CARDS GO HOME

- 1st 9 weeks: October 15, 2019
- 2nd 9 weeks: January 7 , 2021
- 3rd 9 weeks: March 11 , 2021
- 4th 9 weeks: May 20 , 2021

EARLY DISMISSAL:

December 16-18, 2020 May 18-20, 2021

PAPER PACKETS GO HOME

August 27	January 21
September 10 & 24	February 4 & 25
October 8 & 22	March 11 & 25
November 5 & 19	April 22
December 10	May 6

2020-2021 School Beginning & Ending Times

Students who are not picked up from carpool by the designated time for each school (PK-2nd) will be sent to Extended Day at a cost of \$5 for each 30 minutes they are left.

Times are subject to change

School Name	Earliest child can be allowed on campus/ dropped off in carpool	School Begins	School Ends	Latest your child may check out on a regular school day.
Zachary Early Learning Center	8:40	8:55	3:55	3:25
Northwestern Elementary	8:30	8:55	3:55	3:25
Rollins Place Elementary	8:20	8:45	3:45	3:10

Early Dismissal Time		Latest time check-out is allowed
Zachary Early Learning Center	1:25 p.m.	12:55 p.m.
Northwestern Elementary	1:25 p.m.	12:55 p.m.
Rollins Place Elementary	1:10 p.m.	12:30 p.m.

SCHOOL ATTENDANCE

The administration and faculty of ZELC, NES and RPES will follow the Attendance Policy as outlined by the Zachary Community School District. Regular attendance in school is a requirement. Students who have excessive absences do not make acceptable progress and are prone to failure. Excessive absences also create extra tasks and work for the teaching staff, thus reducing their effectiveness for other students. Parents and students need to treat this issue seriously.

Pre-K through Eighth Grade students will not be allowed to exceed ten (10) absences each school year in accordance with state law and the school board policy. Exceptions can be made only in the event of extended personal illness as verified by a physician within 5 days of a student's return and/or other extenuating circumstances as approved by the Zachary Community System's Supervisor of Child Welfare and Attendance, in consultation with the Principal. Absences of up to two consecutive school days due to personal or serious illness in the family may be validated by a parent written excuse note. If a student is absent for three (3) or more consecutive days, a

student must present a note from a physician, nurse practitioner, or dentist to be excused. These new guidelines will not allow students to be excused for vacations/other family trips. A student who misses more than 10 days of school, excused or unexcused, will be retained. Students with documentation of extenuating circumstances may appeal that decision to the district's Director of Child Welfare & Attendance. If a student is absent due to illness, a note from the parent must be sent within 5 days following the student's return to school. A child recovering from a mild illness will be excused from P.E., if a parent sends a note. If your child needs to be excused from P.E. for more than a couple of days, please send a note from your child's doctor.

Parents will be notified by Promotion in Jeopardy letter each 9 weeks if their child's absences appear to be on track to exceed the number of allowed absences.

MAKE-UP WORK

If a student is to be out of school for an approved extended absence, it is his/her parent/guardian's responsibility to make arrangements for assignments with the teacher. Written assignments will be gathered during the absence and provided to the student upon his/her return to school. Please be aware that up to 70% of the classroom activities consist of class participation, projects, discussion and practice that cannot be duplicated or made-up. In all absentee cases, class assignments must be completed within the time specified by the teacher to receive credit.

Parents are required to call the school office when they know that their child is going to be absent.

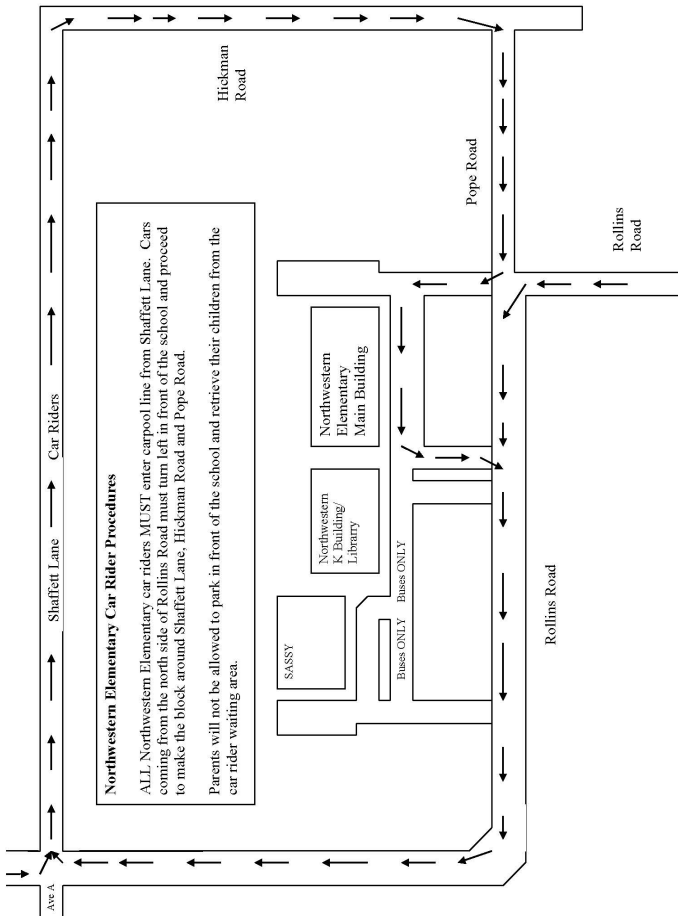
TRUANCY

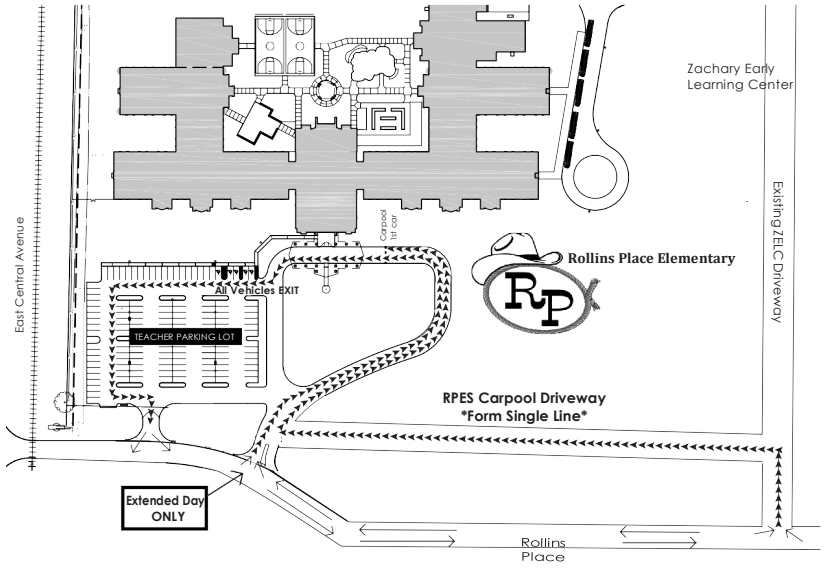
The administration and faculty of ZELC, NES and RPES will follow the Truancy Policy as outlined by the Zachary Community School District.

CHECKING STUDENTS IN AND OUT OF SCHOOL Students arriving late to school should first report to the office with their parent. A tardy slip must be secured before continuing on to the classroom. The child will continue on to class without the parent. Circumstances may require a parent to

pick up their child from school early. Please do not call the office and ask that students be called out of class and waiting in the office for the parent to arrive. This interrupts valuable instructional time. Parents need to allow minutes for their child to be called out of class and arrive at the office. Parents must sign the child out through the office on the appropriate form.

Persons 17 years of age and younger are not permitted to check out students. A photo id or drivers license is required. Persons not listed on the registration and/ or emergency card will not be allowed to check out the child without written parental permission. Please do not check your child out early unless it is an emergency. **Check outs should be made no later than the time indicated by each school. See "School Beginning & Ending Times" chart**





Zachary Early Learning Center

Existing ZELC Driveway

Rollins Place Elementary



RPES Carpool Driveway
Form Single Line

Rollins Place

Extended Day ONLY

East Central Avenue

Vehicles EXIT

TEACHER PARKING LOT

Carpool Lot

TARDY/EARLY CHECKOUT

The administration and faculty of ZELC, NES and RPES will follow the Tardy / Early Checkout Policy as outlined by the Zachary Community School District.

Students are tardy if they arrive to school after official start time. Students arriving late to school must report to the office and be signed in by a parent/guardian. Students who are habitually tardy or check out of school early will be referred to the Child Welfare and Attendance Office.

Note: All tardies will be unexcused unless the tardy is accompanied by a doctor's excuse. If a student reports tardy to school with a parental excuse, that student will be allowed to make up missed work. However, the tardy will still count toward the student's total.

The following are considered excused:

1. Student illness (with a doctor's note)
2. Medical appointments (with a doctor's note)
3. Bus delays

*If you have any questions as to whether your child's tardy is excused, please call your school's administration.

CHANGE IN AFTERNOON TRANSPORTATION

Written permission is required anytime a student's usual departure routine is changed. **Phone calls will not be accepted.** Parents should send a note with the child on the morning of the change. In the event of an emergency, parents must email the school clerk or send a fax requesting the change. Parents must call the school to ensure that the email or fax was received. **An email to the child's teacher will not suffice for "written permission" as the teacher may not be able to check his/her email prior to dismissal.**

EXTENDED DAY PROGRAM

Students participating in the Extended Day Program may be dropped off beginning at 6:30 a.m. and must be picked up by 5:45 p.m. A late fee of \$1.00 per minute will be assessed after 5:45 p.m.

NURSE

A nurse will be available for all schools on a daily basis. If your child has a health problem, please bring it to our attention immediately. For detailed information regarding health policies, please refer to the Health Handbook. It can be found @ <http://www.zacharyschools.org/sample-page/academics/student-support-services/school-nurses/>

FREE/REDUCED PRICE MEAL APPLICATIONS

Parents are to fill out ONE APPLICATION PER FAMILY. The completed application form should be returned to the cafeteria manager at the school where your youngest child is enrolled.

Those students who received free or reduced price benefits last year will begin the new school year on the same status. However, a new application must be submitted and processed for the 2020-2021 school year, in order for benefits to continue.

METHOD OF PAYMENT FOR SCHOOL MEALS

On-line credit card, cash or check. Checks should be made payable to Zachary Community School Board Child Nutrition Program. Write one check per child. In the memo section of the check, write the student's name and point of service LUNCH NUMBER, if known.

Place cash payments in a sealed envelope that is labeled with the student's name, purpose for which money is intended, and amount of cash or check sent. Prepayment for meals by the week, month, or year is recommended. NO SCHOOL MEAL CHARGES WILL BE PERMITTED.

Students owing lunch money will not be allowed to participate in any extracurricular activities. Parents must provide a bag lunch for any student who owes lunch money.

Children may bring their lunch to school with the understanding that it must be eaten in the cafeteria. **LUNCHES FROM COMMERCIAL ESTABLISHMENTS. (McDonalds, Taco Bell, Burger King etc.) ARE DISCOURAGED. Soft drinks in bottles or cans are not allowed in the cafeteria.**

Parents are welcome to eat lunch with their children occasionally. However, this may not be allowed if a schedule adjustment is required.

***Pre-K** parents will be allowed to eat lunch with their children beginning in September. Please notify the school at least 24 hours in advance

*Please be reminded that if a **Pre-K** student brings a bag lunch, they must also bring a breakfast snack packed separately.

FOOD ON CAMPUS

Students are expected to eat a nutritious meal and not to waste or last them until lunchtime. Students who bring food should ensure that all wrappers are properly disposed of.

volve refreshments and are held during school time. These parties are Christmas, Easter, and end of the year. *Student birthday parties, etc. cannot be held at school. Teachers will not distribute invitations to a select group of students.

EXTRACURRICULAR ACTIVITIES/FIELD TRIPS

Various extracurricular activities are held throughout the school year. Students are expected to maintain appropriate behavior during the activities. Performers, guests and speakers are to be treated with respect and consideration. Extracurricular activities include, but are not limited to: field trips, before and after school activities, and reward or enrichment assemblies. Students are encouraged to participate in any or all of these activities. Participation is a reward for maintaining acceptable citizenship and behavior.

Field trips are scheduled during the school year for educational enrichment purposes. Students who lack proper self control as determined by the teacher in charge, will not be allowed to attend any field trip. A parent consent form to allow attendance on a field trip must be on file in the classroom/office prior to the trip. Students may be charged a to cover the cost of transportation and entry into the event. All students must ride the buses provided by the school system to go on field trips. Parents may not check children out from a field trip location. All check-outs must be done in the office at the school. **Students who have not paid or have an outstanding breakfast, lunch, fundraiser or extended day balance will not be allowed to attend field trips or extracurricular school activities.**

Parent chaperones and volunteers are sometimes needed to accompany students on field trips. The number of chaperones needed for each field trip will be determined by the teachers. Parents who are not chaperones designated by the teachers will not be allowed to ride the bus. Chaperones and parent guests serving in a supervision capacity are to be treated with the same respect due to a teacher or other staff member. Parents should contact a teacher or administrator immediately if they encounter difficulty with a student. Teachers and staff are to handle all discipline. All chaperones and parent volunteers must sign a chaperone code of conduct.

Any student who fails to treat a parent with due respect will not be allowed to participate in events that require parent supervision. **Siblings (other children under the age of 18) are not allowed at school for field trips or any school related activities.**

Parents may not post pictures of children other than their own on any social media.

VISITOR POLICY

The school's security plan requires all visitors to the campus, including parents, to immediately proceed to the office and receive a visitor's pass to visit the school facility or communicate with any student or teacher. **The school's security plan has been established to protect the students and teachers from the danger of an unauthorized person on the campus.** For the safety of all students and teachers, please comply. Students are to refrain from communicating with and are required to report any person who attempts to communicate with them if they do not have a visitor's badge. **In order to preserve instructional time, students are not allowed to be called out of class to visit with parents.**

All school volunteers are required to obtain a visitor's badge from the office. This includes weekly classroom helpers, classroom and/or playground observers, and parents attending field trips, class presentations or special assemblies.

VOLUNTEERS

We welcome volunteers to our school. However, in order to protect instructional time, please adhere to the following guidelines:

- Volunteers should pre-arrange their volunteer time with their child's teacher, who will inform the front office to expect the volunteer.
- All volunteers should sign in at the front office and obtain a visitor's pass.
- Teachers may leave volunteer work at the front office to be completed in the teacher's work room unless the volunteer's work necessitates them being in the classroom. These arrangements will be preapproved by the administration.

CLASSROOM OBSERVATIONS

We welcome our parents to visit our school. However, parents

may not visit in classrooms without an administrator present. Classroom visits are limited to 15 minutes. We require a 24 hour notification to observe in a classroom. Please call the office to set up an appointment time. This is not a conference, and parents should not visit with their child or the teacher during instructional time.

STUDENT DRESS CODE AND UNIFORM POLICY

The administration and faculty of ZELC, NES and RPES will follow the Student Dress Code Policy as outlined by the Zachary Community School District.

FREE DRESS POLICY

No tank tops, spaghetti straps, midriffs, or halter tops. Skirts, dresses, and shorts must be no more than 3 inches above the knee.

Shoes must be closed toe. No boots.

No clothing with obscene language, alcohol, tobacco, or skulls. All dress must be deemed appropriate by administration.

BULLYING POLICY

The administration and faculty of ZELC, NES and RPES will follow the Bullying Policy as outlined by the Zachary Community School District.

EMERGENCY FORMS: CHANGE OF ADDRESS/PHONE

ALL STUDENTS MUST TURN IN AN EMERGENCY CARD. It's imperative that the school be able to reach the parent or guardian at anytime during school hours in case of an emergency and/or discipline situation. Contact the school office with change of address and new proofs of residence, new telephone numbers, persons authorized to pick up your child, etc. Please keep your child's Emergency Card current. **** Persistent problems in reaching parents will result in referral to the Office of Child Welfare and Attendance.**

EMERGENCIES

In the event a child becomes seriously ill and parents or the designated person cannot be reached, he/she will be taken to Lane Regional Medical Center at the parent's expense.

In the event of an emergency school closure, radio and TV stations will keep the public informed. Parents may also receive a call from the district's phone system. In order to keep communication lines open, do not call the school. We will dismiss school only when notified by the Zachary Community School Board.

LOST AND FOUND

We request that parents properly mark all children's belongings so that ownership can be easily established. Money, jackets or any other articles of value are turned into the office. Parents may claim them after proper identification.

PETS

No pets of any kind are allowed at school without permission. Pets may not be in cars for carpool!

CELL PHONES

*Cell phone use is not allowed in carpool line or front office area.

TEXTBOOKS/LIBRARY BOOKS

Textbooks are sent home for student's use throughout the school year. Each teacher must account for each book issued to a student. The student must either return issued book(s) in a usable form or pay the full price for replacing the book(s).

PARENTAL INVOLVEMENT/HOMEWORK

Homework promotes the development of self-discipline, good study habits, a sense of responsibility, mastery of skills and comprehension of subject content. It is assigned on a regular basis and will vary according to the grade, subject and instructional needs of the student. Providing a place and time for study and letting your child know that homework is his/her job and you expect it to be done is one of the most important ways for parents to be involved in school.

ZEPTO (ZACHARY'S ELEMENTARY PARENT/TEACHER ORGANIZATION)

The Zachary Community School District considers its parent volunteers as a very special resource. ZEPTO includes all elementary schools. Please support the schools by joining this organization. Parents are encouraged to help with special events, programs, and extracurricular activities. Please call or notify your child's teacher if you have time you can share to make our schools a better place for students to learn and grow.

PARENT COMMAND CENTER

Parents of students in grades 1-12 may access the online grading system at anytime throughout the school year to view the status of their child's progress and attendance information at www.zacharyschools.org. *See insert for Parent Command Center.

HOME/SCHOOL COMMUNICATION

One of the most important things we can do to help children grow academically is to communicate regularly with parents. There are several ways to do this:

1. Student work papers are sent home every two weeks in grades K-2. Be sure to sign this envelope and return it to school within two days.

2. In grades K-2, report cards will be given at conferences or sent home at the end of each nine week period. PreK report cards will be given at the end of each checkpoint.

**Progress Reports for first and second grade students will be sent home between grading periods throughout the year.

3. Newsletters will be sent home monthly.

4. Parents may request a conference at any time throughout the school year.

TELEPHONE POLICY

Parents may call the school office and leave a message for a teacher or administrator and the call will be returned when time permits. Classroom instruction will not be interrupted for parent phone calls. All teacher/parent communication will be through school phone, school email, and student's binder. Please refrain from trying to communicate with teachers & staff through social media websites, (Facebook, Twitter, Remind, Instagram, etc.).

SCHOOL IMPROVEMENT TEAM

School Improvement Team consists of parents, community and business representatives, administrators and school staff. The School Improvement Team will generally meet at a mutually agreed upon time to review progress made towards goals described in the School Improvement Plan and offer ways to enhance the school. Parents are encouraged to participate and are welcome to view the School Improvement Plan.

PROMOTION POLICIES FOR KINDERGARTEN

1. Readiness for first grade will be determined by proficiency of kindergarten skills according to the criteria defined by Zachary Community School District Pupil Progression Plan. An inventory of skills progression will be marked each nine-week period for kindergarten students.
2. Parents will be given a review of their child's progress each nine-week period.

PROMOTION POLICIES FOR GRADES 1 & 2

1. Readiness for the next grade will be determined by proficiency of skills according to the criteria defined by Zachary Community School District Pupil Progression Plan.
2. To be promoted in grades 1 and 2, a student must have an annual average of 67% in reading and mathematics and two other subjects. Students who have not mastered at least 67% will be referred to the SBLC for consideration of alternatives to retention.
3. Promotion or retention will be determined by the SBLC for students who have an F in reading or math for the 3rd or 4th nine weeks.
4. At the end of the first and second grade the student is expected to be able to read and understand grade appropriate vocabulary, high frequency words and grade appropriate math skills in order to be promoted.
5. Parents will be given a review of their child's progress at each conference period and will be required to be a part of the team to plan interventions to accelerate progress when needed.
6. Elementary students, K-8, shall not be absent more than 10 days, EXCUSED AND UNEXCUSED, to be promoted

to the next grade. The responsibility for a student attending school lies with the parents or the legal guardian. If the student is chronically absent or chronically late (tardy) to school, the parent and/or student will be referred to the Office of School and Home Relations (Child Welfare and Attendance). If attendance does not improve, the parent shall be referred to the Zachary City Prosecutor and Zachary City Court.

GRADING SCALE FOR REGULAR CLASSES

The grading scale for achievement in first and second grades

are: A = 93-100%
B = 85-92%
C = 75-84%
D = 67-74%
F = 66%-0

FIRE, DISASTER AND PUBLIC DISTURBANCE DRILLS AND PROCEDURES

An emergency evacuation map is posted in each classroom. Teachers will review fire, weather, and intruder plans with students. When the fire alarm is sounded, students are to walk quickly and quietly while leaving the building. When the tornado alarm is sounded, students are to move away from windows and follow tornado drill procedures. When a lock-down or Shelter in Place drill is sounded, teachers will lock doors and follow procedures as documented in individual School Crisis Plans. Students are to stay with their teachers and await further instructions. If students are in an ancillary program, they should exit and stay with that teacher. Fire drills are held monthly. Tornado and lockdown drills are held each semester.

FUNDRAISING

Schools may host up to two major fundraising campaigns during the school year. Participation will be voluntary. Your cooperation, support and participation are appreciated.

PICTURES

Individual student pictures will be taken in the fall and spring of the school year. Students will wear uniforms for the fall and class pictures. Free dress will be allowed for the spring

pictures.

CARE of SCHOOL PROPERTY

The administration and faculty of ZELC, NES and RPES will follow the Vandalism Policy as outlined by the Zachary Community School District.

STUDENT RECOGNITIONS/AWARDS

At the end of the year, the following attendance awards will be presented to the students who meet the criteria. Other awards may include recognition for grades, conduct, service, personal growth and citizenship

1. **Perfect Attendance:** students attending school **every day** of the school year (no more than 1 tardy or checkout)
2. **Meritorious Attendance:** students who miss **3 days or less** of the school year (no more than 3 tardies or checkouts).

PBIS

PBIS or Positive Behavior Intervention and Support is a behavior support program that recognizes the positive contributions of students. The main goal is to help each child develop self-discipline to make good choices. The PBIS process focuses on improving a school's ability to teach and support positive behavior for all students. Common routines and uniform language with respect to appropriate school behaviors are consistent throughout the school. As a result, instructional time is more effectively used for teaching, and the overall school environment is calm, pleasant and conducive to learning. You will find implementation details under each school's section.

ZACHARY EARLY LEARNING CENTER INFORMATION

ZELC Mission Statement

While providing a safe and supportive learning environment, teachers, parents and the community will work together as facilitators to teach the whole child utilizing developmentally appropriate practices in order to help children become life-long learners.

ZELC Vision Statement

Creating a foundation for lifelong learners through developmentally appropriate practices.

GRADE LEVEL

Grades PreK

SCHOOL BEGINS

8:55 a.m.

SCHOOL ENDS

3:55 p.m.

Arrival and Departure Procedures

The safest way for you to drop off or pick up your child is to follow the directions outlined below. Car riders will enter on the Rollins Place entrance and pull up to the front of the school to load/unload students. Students will be unloaded from the passenger side only. Students may not arrive before 8:40 a.m. as there will be no teachers on duty prior to this. Carpool students must be picked up by 3:55 p.m. on regular school days. There is no adult supervision after school dismissal. Students left after 3:55 p.m. will be brought to the Extended Day Program. Drivers/Parents must then enter the building and sign the student out of the Extended Day Program and pay a fee of \$5.00 for each 30 minutes the child remains on campus. *There will be no checkouts after 3:25 p.m. on a regular school day and 12:55 p.m. on early dismissal days.

PBIS

At Zachary Early Learning Center, we actively teach emotional self-control (sensible thinking and attitudes). We insist that all students act responsibly. We make our school rules clear and set logical consequences for students who choose to make bad choices. We continually communicate high expectations for learning, helping, and solving problems.

When walking through our school, you will see the following behavior expectations posted and implemented by students, faculty & staff:

ZELC BEHAVIOR EXPECTATIONS

BE RESPONSIBLE

BE RESPECTFUL

BE YOUR BEST

CLASSROOM EXPECTATIONS

1. Stay in your assigned area.
2. Keep your hands, feet, and objects to yourself.
3. Use your manners at all times.
4. Talk at the appropriate times.
5. Follow your teacher's directions.

You will receive a daily conduct report for your child. This report will list any major or minor infractions committed. For major infractions, your child will receive a Louisiana Behavior Referral form and you will be notified. Please sign the conduct form daily and return it to school each day.

REWARDS / CELEBRATIONS

Good behavior is encouraged throughout the school day. Students will be issued “Pony Points” for displaying commendable or consistently appropriate behavior. Rewarding “Pony Points” is based upon the six pillars of character: trustworthiness, respect, responsibility, fairness, caring and citizenship. Students receiving “Pony Points” may participate in special activities / treats as a part of the school-wide incentive.

ATTENDANCE AWARDS

Buttons are issued at the end of each month in recognition of those students who have maintained exemplary attendance throughout the school year.

TREAT SALES

Freeze pops, rice krispie treats, etc., will be sold beginning in September at a cost of 50 cents (\$.50) . We would prefer treats to be paid by the week or the month. They will be available 3 days a week on Monday, Wednesday and Friday.

Zachary Early Learning Center Compact

Teacher Commitment

- Provide an environment that allows for positive communication between the teacher, parent and student.
- Have high expectations and help every child to develop a love of learning.
- Communicate regularly with families about student progress.
- Respect the school, students and families.

Student Commitment

- Come to school ready to learn and work hard.
- Know and follow school and class rules.
- Communicate regularly with my parents and teachers about school experiences so that they can help me to be successful.
- Respect the school, classmates, teachers and families.

Parent/Guardian Commitment

- See that my child is punctual and attends school regularly.
- Support the school in its effort to maintain proper discipline.
- Read to my child or encourage my child to read every day.
- Regularly monitor my child's progress in school.
- Participate at school in activities such as volunteering, field trips, and/or attending parent-teacher conferences.
- Respect school, teachers, students and families.

I have received a copy of the Teacher/Student/Parent/Guardian Compact and agree to carry out the responsibilities listed to the best of my ability.

Student

Teacher

Parent/Guardian

Principal

Zachary Early Learning Center School-Level Parental Involvement Policy

*The **2019-2020** Title I district parental involvement policy, Title I school level parental involvement policies, and Title I school level compacts **will remain in effect** for the **2020-2021** school year. This decision is based on the effects of COVID-19. If changes are needed for the 2020-2021 school year, parental input will be requested, and the necessary adjustments will be made to the policies and compacts.

The administration, staff, and parents of this school believe that the improved academic achievement of each student is a responsibility shared by the entire school community to prepare students for a lifelong love of learning.

Parental involvement activities in the school will include opportunities for:

- Parents to volunteer and be involved in school activities
- Staff development and parent education
- Parents to provide home support for their student's education
- Parents to participate in school decision-making
- Effective communication between the school and parents

The school will:

- Provide a high quality curriculum and instruction in a supportive and effective learning environment enabling students to meet the state academic standards. The school will employ certified teachers and highly qualified paraprofessionals who will be provided professional development and will continually update resources and maintain an environment that facilitates learning.

With regard to the School Level Parental Involvement Policy, the school will:

- Facilitate and implement the parental involvement policy
- Involve parents in the planning, review and improvement of the policy at least annually by inviting them to take part in developing the School Improvement Plan (SIP)
- Provide the policy in an understandable and uniform format that is feasible and in a language that the parents can understand.
- Make the School Parental Involvement Policy available to the community at the fall Parent Orientation, online through the school/district websites as well as in the school office.

With regard to parent meetings, the school will:

- Host an annual meeting in the fall to inform parents of the school's funding programs and the right of the parents to be involved.
- Inform parents of the meeting and encourage and invite parents to attend through notices mailed to the homes of students, monthly newsletters, and via the district and school web page. Parents unable to attend will be offered an

alternative time to meet with the principal and/or teacher.

With regard to professional development, the school will:

- Provide training to school staff to strengthen parental involvement efforts relating to:
 - The value and utility of contributions of parents
 - How to reach out to, communicate with, and work with parents as equal partners.
 - Implementing and coordinating parent workshops and/or programs
 - Building ties between parents and the school

With regard to the coordination with other programs, the school will:

- Collaborate with community agencies and business to provide activities that encourage and support parent participation in the education of their student:
 - Working with ZEPTO
 - Big Buddy Mentoring Programs
 - School facilities improvement
- Provide materials and training to help parents work with their student to improve the student's achievement, such as literacy training and using technology as appropriate, to foster parental involvement
 - Family literacy/math/science nights
 - Parent teacher conferences
- Ensure that all information related to school and parent programs, meetings, and other activities is sent to parents in a format and in a language the parents can understand
 - Provide monthly newsletters informing parents of activities, workshops, awards, and important telephone numbers
 - School website
 - Assess the needs of parents, teachers, and students through online surveys
 - Provide access to education resources for parents to use together with their students via links on the school website

The staff will:

- Assist the administration in facilitating and implementing the School Level Parental Involvement Policy and parental involvement activities
 - Advise parents of their student's progress on a regular basis through
 - Progress reports
 - Developmental assessments
 - Be readily accessible to parents and provide opportunities for parents to meet with them on a regular basis to discuss their child's progress and to participate as appropriate in the decisions relating to their child's education. Hold at least one parent/teacher conference during the year.
 - Discuss the Student/Parent/Teacher Compact at Parent Orientation
 - Provide opportunities for parents to volunteer and participate in their child's class and observe classroom activities
-

NORTHWESTERN ELEMENTARY

SCHOOL INFORMATION

NORTHWESTERN ELEMENTARY MISSION STATEMENT

Northwestern Elementary School is committed to the best interest of all students by establishing a climate in which the school, parents and community emphasize academic excellence, develop a sense of responsibility and respect, and help students develop a better understanding of themselves and others in order to help reach their maximum potential.

GRADE LEVEL

Kindergarten

SCHOOL BEGINS

8:55 a.m.

SCHOOL ENDS

3:55 p.m.

ARRIVAL AND DEPARTURE PROCEDURES

Students must not arrive prior to 8:30 a.m. as there will be no teachers on duty before that time. Car riders will use the drive in front of the office building. We are asking that you please remain in your car and let the teachers load/unload your child. Students will be unloaded from the passenger side of the vehicle only. Pull your car up to the walk-way that goes into the building. Parents should not park and walk students into the building, and car riders will not be released to any walk-up parents. Anyone picking up a car rider must have a school-issued name card visible in the front windshield of their vehicle. Without the card, the driver will be asked to come inside to check out the student. Please drive in a safe manner and be patient in picking up and unloading your children. This will ensure the safest possible situation for all students. Students who eat breakfast at school are to do so before reporting to class. Car riders arriving after 8:45 will not be allowed to eat breakfast at school.

*Students may not be checked out after 3:25 p.m. on a regular school day and 12:55 p.m. on an early dismissal day.

EXACT CHANGE

Please send the exact amount for payment of any school fee. The school cannot provide change.

DISCIPLINE

One of the characteristics of an effective school is providing an environment that is safe, orderly and wholesome. With this in mind, Northwestern Elementary School maintains high expectations of student behavior. All pupils are expected to know and comply with school rules, to cooperate with their teachers and other staff members and to greet all persons on the campus with respect and kindness. Likewise, staff members are required to treat students with respect and consideration. The principal of Northwestern Elementary School expects the staff and students to work together to make Northwestern Elementary School an exciting, rewarding and pleasant institute of learning. Students who come to school knowing this will have very few problems with discipline. Every student will be presented with the school's general expectations and will be specifically informed of each teacher's classroom rules. Students will be held accountable for these rules.

We expect proper conduct from all students. Every child has the right to feel safe at school and to be in a productive learning environment. If your child has any problems, have him/her contact the classroom teacher, the principal or any adult school employee.

Each parent must review the school and classroom rules with his/her child. It is also important that parents and students carefully review the district Student Rights and Responsibilities Handbook and Discipline Policy. This code of conduct is comprehensive and includes district and state imposed consequences for misbehavior, as well as the consequences that will follow if a rule is broken.

If a student continually chooses to break school rules, or is involved in major disruptions such as fighting or defiance of school personnel, he or she may be assigned to the Character Action Training (CAT) room, and/ or suspended from school. If a child is not allowed to attend field trips, parties, or programs due to misconduct, any money that has been paid will not be refunded.

We feel that the following discipline regulations will assist in creating the safest possible school environment for your children.

CHARACTER ACTION TRAINING ROOM (CAT ROOM)

The purpose of the Character Action Training Room is to provide an alternative to suspension whereby a student who has committed an infraction at school will be able to remain in school and be given an opportunity to modify his/her behavior through discipline activities, counseling, class work assignments, encouragement, and parental/guardian contacts.

Northwestern Elementary is a PBIS School!

Be Respectful, Be Responsible, Be Your Best

The mission of the **Positive Behavior and Intervention Support (PBIS)** committee at Northwestern Elementary School is to ensure that our school has a safe, positive environment for all students. We strive to enable our students to be respectful, be responsible and be their best.

Our purpose is to continuously monitor discipline data to guarantee that rules and procedures adopted by our school and district are enforced fairly and consistently by all teachers. Our PBIS committee reviews discipline data and develops positive incentives for rewarding students and teachers. The committee reviews administrative procedures to ensure consistency and effectiveness when administering consequences for negative student behavior.

BE RESPECTFUL
BE RESPONSIBLE
BE YOUR BEST

Students learn these expectations through a song taught to them at the beginning of the year:

“Be Respectful, Be Responsible and You’ll Always Be Your Best. Be Respectful, Be Responsible and You’ll Always Be Your Best!” (Tune: Oh My Darling Clementine)

Celebrations:

Monthly celebrations are held to reward students for their appropriate behavior. Students, who have consistently demonstrated understanding of our school’s expectations are invited to the “celebration.” Celebrations vary by month, but could include a popsicle party, extra recess, or a movie party. Students

who did not make the right choices during the month, spend this time reflecting on how better choices can be made.

In addition to monthly celebrations, weekly celebrations are held each Friday to recognize students who have made positive choices. On Friday, students who have an A in conduct are allowed to wear their good behavior wristbands to lunch.

How can you help your child stay on the path to positive behavior?

Together, the home and school share the responsibility for developing good citizens. Parents, teachers, and students must collaborate to maintain a safe learning environment. Parents can help by doing the following:

- Review the Northwestern Elementary Expectations Matrix with your child and post it in your home.
- Keep in touch with your child's teacher.
- Practice caring phrases with your child such as "Thank You," "Please," and "Excuse me".
- Ask your child if he/she wore his/her good behavior medals on Friday.
- Ask your child about the PBIS monthly celebration and encourage them to strive for this goal.
- Read the "PBIS Corner" with your child in the school's monthly newsletter.

NORTHWESTERN ELEMENTARY SCHOOL-LEVEL TITLE I PARENTAL INVOLVEMENT POLICY

*The **2019-2020** Title I district parental involvement policy, Title I school level parental involvement policies, and Title I school level compacts **will remain in effect** for the **2020-2021** school year. This decision is based on the effects of COVID-19. If changes are needed for the 2020-2021 school year, parental input will be requested, and the necessary adjustments will be made to the policies and compacts.

The administration, staff, and parents of Northwestern Elementary believe that the improved academic achievement of each student is a responsibility shared by the entire school community, including the school district, school, community members, school administration, staff, students, and parents.

PART I. GENERAL EXPECTATIONS

Northwestern Elementary School agrees to implement the following statutory requirements:

- Consistent with section 1118, the school will work to ensure that the required school level include, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- Schools will notify parents of the policy in an understandable and uniform format and, to the extent practicable, in a language the parents can understand. The policy will be made available to the local community and updated periodically to meet the changing needs of parents and the school.
- In carrying out the Title I, Part A, parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and including alternative formats upon request and, to the extent practicable, in language parents understand.
- If the school-wide program plan for Title I, Part A, developed under section 1114(b) of the ESEA, is not satisfactory to the parents of participating children, the school will submit any parent comments with the plan when the school submits the plan to the local educational agency (school district).
- The school will involve the parents of children served in Title I, Part A schools in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent, and will ensure that not less than 95 percent of the 1 percent reserved goes directly to the schools.
- The school will build its own and the parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement.
- The school will provide other reasonable support for parental involvement activities under section 1118 of the ESEA as the parents may request.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities, and procedures in accordance with this definition:
 - o Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities,

including ensuring—

(A) that parents play an integral role in assisting their child's learning;

(B) that parents are encouraged to be actively involved in their child's education at school;

(C) that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;

(D) the carrying out of other activities, such as those described in section 1118 of the ESEA.

PART II. DESCRIPTION OF HOW SCHOOLS WILL IMPLEMENT REQUIRED SCHOOL PARENTAL INVOLVEMENT POLICY COMPONENTS

Northwestern Elementary School will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1118 of the ESEA:

The district and school policies and the School Improvement/Schoolwide Plans are reviewed each school year and revised annually. Sources used in the development of these policies and plans include individual school meetings, completed workshop evaluations, annual parent survey results, parent meetings, workshop discussions, and parent-teacher conferences. This policy and all school policies are posted on our system and school websites. This policy is a working document subject to review and revision.

- NES will involve parents in the planning, review, and improvement of the policy by inviting them to take part in developing the School Improvement Plan (SIP).
- NES will provide the policy in an understandable and uniform format.
- NES will make the School Involvement Plan available to the community through discussions and review during the school's fall events: Orientation and Open House. The Parental Involvement Plan will be included in the Northwestern Elementary Handbook.
- NES will periodically update the Parental Involvement Policy to meet the changing needs of parents and the school.

Northwestern Elementary School will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:

- NES will involve parents in the planning, review, and

improvement of the School Improvement Plan (SIP).

- NES will include a parent liaison in the planning of PBIS plan.
- NES will periodically survey parents to gather feedback to improve instruction and communication.
- During various school and family activities (Meet and Greet, Orientation, Math/Literacy Night) parents are given the opportunity to reflect and provide feedback to help review and continuously improve our programs.

Northwestern Elementary School will hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a time convenient for parents and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite all parents of children participating in Title I, Part A programs to this meeting, and will encourage them to attend, by:

- At the beginning of the year Parent Orientation is held.
- Parent/Teacher conferences are held. Parents are given choices of available dates and times.
- Parents are invited to attend meetings through the use of Remind 101, notes home, posts on school website and other social media.

Northwestern Elementary School will provide parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet by:

- Parent Orientation
- Parent Teacher Conferences
- Progress reports and report cards
- Student work samples sent home

Northwestern Elementary School will at the request of par-

ents, provide opportunities for regular meetings for parents to formulate suggestions and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible by:

- Parent Teacher Conferences
- Individual Education Plan Meetings
- Parents are given opportunities to observe and volunteer in classrooms.
- Counselor and/or Principal meet with families and teachers to discuss any specific concerns.

Northwestern Elementary School will provide each parent information about the performance of their child on the district assessments in at least math, language arts and reading by:

- NWEA scores are reviewed with parents of all students at parent/teacher conferences.
- DRA scores are recorded with the school report card and a letter of interpretation is included.

Northwestern Elementary School will take the following actions to provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulations (67 Fed. Reg. 71710, December 2, 2002) by:

- Letter to parents

Northwestern Elementary School will provide assistance to parents of children served by the school, as appropriate, in understanding topics by undertaking the actions described below -

- the state's academic content standards
- the state's student academic achievement standards
- the state and local academic assessments including alternate assessments
- the requirements of Part A
- how to monitor their child's progress
- how to work with educators
- Math Night
- Literacy Night

Northwestern Elementary School will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training and using technology, as appropriate, to foster parental involvement, by:

- Math Night
- Literacy Night

Northwestern Elementary School will, with the assistance of its parents, educate its teachers, pupil services personnel, principals and other staff in how to reach out to, communicate with, and work with parents as equal partners in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:

- School Improvement Team Meeting
- Presentation to faculty and staff on how to reach out, communicate with, and work with parents
- SBLC Meetings
- IEP Meetings
- Parents utilized as guest speakers

Northwestern Elementary School will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with public preschool, and other programs.

NES will work closely with ZELC and the Zachary Early Network, where applicable.

Northwestern Elementary School will take the following actions to ensure that information related to the school and parent-programs, meetings, and other activities is sent to parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:

- Distribute School-Parent Compact
- Post School-Parent Compact on school and/or district

website

- Newsletters, social media
- SIP at a Glance

PART III. ADOPTION

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by:

This policy was adopted by the Northwestern Elementary School Improvement Team on March 8, 2019 and will be in effect for the period of 2019-2020.

The school will distribute this policy to all parents of participating Title I, Part A children on or before August 12, 2019

School-Parent Compact

What is a School-Parent Compact?

A *School-Parent Compact for Achievement* is an agreement that parents, students and teachers develop together. It explains how parents and teachers will work together to make sure all our students reach or exceed grade-level standards.

- Link to goals of the school improvement plan
- Focus on student learning skills
- Describe how teachers will help students develop those skills using high-quality curriculum and effective instruction in a safe and supportive learning environment
- Share strategies parents can use at home
- Explain how teachers and parents will communicate about student progress
- Describe opportunities for parents to volunteer, observe, and participate in the classroom

SIX TYPES OF PARENT ENGAGEMENT

- PARENTING
- COMMUNICATING
- VOLUNTEERING
- LEARNING AT HOME
- DECISION MAKING
- COLLABORATING

The parents and staff of NES developed this School-Parent Compact for achievement. Teachers suggested home learning strategies, parents added idea and students told us what would help them learn. Meetings are held each year to review the Compact and make changes based on student needs.

Parents can contribute comments any time by calling the school at (225) 654-2786 or emailing the principal at kelli.day@zacharyschools.org

SCHOOL-WIDE

Activities to Build Partnerships

- Open House
- Parent Teacher Organization Meetings
- Parent Volunteers
- Parent Teacher Conferences
- Monthly Newsletters, Website & Social Media updates
- Star Student Lunch
- Book Fair
- Dojo
- Math and Literacy Night

Communication about Student Learning

Northwestern Elementary is committed to regular two-way communication with families about children's learning. Some of the ways parents and teachers communicate all year are:

- Report Cards
- Dojo
- Work packets bi-monthly
- Updates on the school website/social media
- Family Flyers
- Parent-teacher conferences
- Remind Text Messaging

ZCSD Parental and Community Involvement

The Zachary Community School District will maintain a welcoming atmosphere by fostering a strong partnership with parents and community members that promotes transparency, encourages the open sharing of ideas, and helps propel the school system to higher levels of engagement and achievement.

SCHOOL-PARENT COMPACT

2019-2020



Northwestern Elementary School

4200 Rollins Road
Zachary, LA 70791
Office: 225.654.2786
fax: 225.654.6613

www.northwesternelementary.org

Kelli Day, Principal
Laurie Condon, IIS

Northwestern Elementary School-Parent Compact

Student Achievement Goals

ZCSD Principles

- Provide a high quality, well-rounded educational experience for all students that is rigorous, diverse, and engaging.
- Prepare students for post-secondary educational opportunities, careers, and participation in a globally competitive society.
- Strengthen productive partnerships for education.
- Provide employees and students with safe, efficient, and functional environments.
- Maximize organizational efficiency and productivity in the pursuit of the district's mission.

NES Academic Goal:

By 2025, all students will reach high standards by attaining proficiency or better in all content areas.

Objectives:

- To increase percent of students scoring at or above the norm grade level RIT on NWEA Reading to 70%.
- To increase percent of students scoring at or above the norm grade level RIT on NWEA Mathematics to 70%.

ZCSD Vision: The Zachary Community School System is recognized as a model of excellence serving all citizens.

ZCSD Mission: The mission of the Zachary School Board is to assist every student in reaching his or her maximum potential through high-quality instruction and good stewardship of community resources.

NES Mission: Northwestern Elementary School is committed to the best interests of all students by establishing a climate in which the school, parents, and community emphasize academic excellence, develop a sense of responsibility and respect, and help students develop a better understanding of themselves and others.

NES Teachers, Parents, and Students: Building Partnerships

In the Classroom

The Kindergarten teachers will work with students and their families to support students' success in the Louisiana State Standards.

Some of our key connections with families will be:

- *Provide high-quality curriculum and instruction in a supportive and effective learning environment*
- *Hold parent-teacher conferences to discuss individual child's achievement*
- *Maintain an environment that facilitates learning*
- *Involve parents in an organized, ongoing, and timely way in the planning, review, and improvement of programs, plans, and policies.*
- *Provide parents opportunities to volunteer and participate in their child's class activities.*

At Home

We as parents, will support our children's learning in the following ways:

- *ensure my child will attend school daily and on time,*
- *make sure that homework is completed,*
- *encourage and support my child in all of their school work,*
- *follow my student's progress through regular parent and teacher communication,*
- *provide a place at home where my child can do homework without interruption, and*
- *ensure my child has all the materials that they need for school*

NES students join staff and parents in working to succeed in school to reach their academic targets by:

- **Come to school each day ready to learn and do my best!**
- **Do my homework every day and ask for help when I need it!**
- **Give my parents all papers and information sent home with me from the school!**

Northwestern Elementary School-Parent Compact

ROLLINS PLACE ELEMENTARY SCHOOL INFORMATION

ROLLINS PLACE ELEMENTARY MISSION STATEMENT

Rollins Place Elementary School, in partnership with its children, families and the Zachary community, will ensure that each student achieves his/her full potential through quality instruction and challenging, student-centered, educational experiences within a nurturing, motivating and safe environment.

GRADE LEVEL

1st & 2nd

SCHOOL BEGINS

8:45 a.m.

SCHOOL ENDS

3:45 p.m.

ARRIVAL AND DEPARTURE PROCEDURES

Students must not arrive prior to 8:20 a.m. as there will be no teachers on duty before that time. Car riders should enter the carpool line using the paved extension from ZELC's driveway and exit through Rollins Place parking lot. (Please see the RPE carpool map in this book). Bus riders will be unloaded on the side of the school near the Early Learning Center. Upon arrival, students are to report to class. Students who eat breakfast at school are to do so before reporting to class. Car riders arriving after 8:35 will not be allowed to eat breakfast at school.

The procedures for dismissal must be adhered to for the safety and protection of all students. Bus riders will board buses on the side of the school near the Early Learning Center. Parents who pick up their children in the afternoon will do so using the front entrance of the school on Rollins Place. The car rider line must be used for dropping off or picking students; parents may not walk students to the office during arrival or dismissal. Anyone picking up a car rider must have a school issued "car rider card" with them in the car. Without it, the driver will be asked to come inside to check out the student.

PARENT/TEACHER CONFERENCES

Students will be released at 1:10 p.m. on Early Dismissal dates so that parent/teacher conferences can be held. All parents will be contacted to schedule a conference for the first nine weeks. Please make every effort to attend this conference. Conferences after that will be held on an as-needed basis or at parent's request. The dates for parent/teacher conferences are:

DISCIPLINE

Discipline is of vital importance to the educational structure. It is the training that develops self-control, character, order, and efficiency. It is the key to good conduct and proper consideration for other people. Disorderly conduct in school, on the school playground, on the school bus, or traveling between school and home will not be tolerated.

In order to guarantee all students at Rollins Place Elementary an excellent learning climate, students are expected to follow school expectations and rules. Students with less than a "C" in conduct may not be allowed to participate in special activities. These activities include but are not limited to field trips, programs, and parties. If a student is not allowed to attend field trips, programs, or parties due to misconduct, any money that has been paid for the activity will not be refunded.

If a student is sent to the office with a behavior referral, he/she is counseled by the school administration.

The student may/may not spend time in the Character Action Training (CAT) room and the parent is contacted. Excessive referrals or severe misconduct may warrant a suspension as determined by the school's administration. The parent is encouraged to also take action at home to help resolve the display of inappropriate behavior.

Consequences and rewards within the classroom are administered in accordance with each teacher's classroom management plan.

Rollins Place Elementary Positive Behavioral Interventions and Support (PBIS)

PBIS is a scientifically research-based system approach enhancing the capacity of schools to educate all students, including those with challenging social behaviors. PBIS is a proactive process whereby school leadership teams, in alignment with social improvement efforts, 1) facilitate the school's implementation of system wide positive discipline procedures, 2) make ongoing data-based decisions about the effectiveness of their discipline procedures/interventions, and 3) make adjustments as needed throughout the year to enhance the success of all students, faculty and staff. As a staff and student body, we have devoted much time to collaborating on the details of a School-wide Positive Behavioral Intervention and Support (PBIS) Program. Part of this process included developing and teaching specific behavioral expectations to our students. These behaviors will be positively reinforced throughout the school year. We expect all of our students to follow the school's expectations and rules:

MOTTO:

Rollins Place Wranglers make respectful, responsible, and safe choices all day, every day.

SCHOOL EXPECTATIONS:

1. Be Respectful
2. Be Responsible
3. Be Safe

SCHOOL RULES:

1. Follow the teacher's directions
2. Keep hands, feet and objects to yourself
3. Speak at appropriate times
4. Stay in your assigned area

Motivational programs designed to model behavioral expectations and reward exceptional achievement within these expectations will be implemented throughout the year. These include the following:

- Manners Matter - Students will exhibit appropriate dining manners as they enter the cafeteria, eat lunch, and leave the cafeteria. At the end of each week, the classes most consistently showing excellent manners will be recognized.
- Milers Club - Health program implemented through P.E. designed to promote regular exercise.
- Way To Go Wranglers - Students are given slips of paper identifying that they have received a "Way to go Wrangler". They may receive this for any good deed or other appropriate reason. Once a week, 20 names are drawn for recognition and a small prize.
- PBIS Monthly Incentive - Students receiving an A average each month receive a special recognition and/or reward.

In addition, each classroom teacher incorporates a class behavior incentive program.

As part of the Rollins Place Elementary Family, you are a valuable partner in making this work! Discuss the expectations with your child. Ask them if they have earned any rewards and how they earned them. Give us your input as to how our system is working. We recognize the importance of working as partners with families and want your input and involvement as we strive to create the best possible experience for your child. It is our expectation that you will help us keep the excitement going throughout the school year!

Rollins Place Elementary Parental Involvement Policy

*The **2019-2020** Title I district parental involvement policy, Title I school level parental involvement policies, and Title I school level compacts **will remain in effect** for the **2020-2021** school year. This decision is based on the effects of COVID-19. If changes are needed for the 2020-2021 school year, parental input will be requested, and the necessary adjustments will be made to the policies and compacts.

PART I. GENERAL EXPECTATIONS

Rollins Place Elementary School agrees to implement the following statutory requirements:

- Consistent with section 1118, the school will work to ensure that the required school level parental involvement policies meet the requirements of section 1118 of the ESEA, and each include, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- Schools will notify parents of the policy in an understandable and uniform format and, to the extent practicable, in a language the parents can understand. The policy will be made available to the local community and updated periodically to meet the changing needs of parents and the school.
- In carrying out the Title I, Part A, parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and including alternative formats upon request and, to the extent practicable, in language parents understand.
- If the school-wide program plan for Title I, Part A, developed under section 1114(b) of the ESEA, is not satisfactory to the parents of participating children, the school will submit any parent comments with the plan when the school

submits the plan to the local educational agency (Zachary Community School System).

- The school will involve the parents of children served in Title I, Part A schools in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent, and will ensure that not less than 95 percent of the 1 percent reserved goes directly to the schools.

- The school will build its own and the parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement.

- The school will provide other reasonable support for parental involvement activities under section 1118 of the ESEA as the parents may request.

- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities, and procedures in accordance with this definition:

oParental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—

(A) that parents play an integral role in assisting their child's learning;

(B) that parents are encouraged to be actively involved in their child's education at school;

(C) that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;

(D) the carrying out of other activities, such as those described in section 1118 of the ESEA.

PART II. DESCRIPTION OF HOW SCHOOLS WILL IMPLEMENT REQUIRED SCHOOL PARENTAL INVOLVEMENT POLICY COMPONENTS

1. Rollins Place Elementary will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1118 of the ESEA:

- Solicit parent input in writing at Open House/Orientation
- Use data provided by parent survey results
- Include parents on School Improvement Team

2. Rollins Place Elementary will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:

- Include parents in review and School Improvement Team meetings
- Solicit parents to review previous programs and activities
- Use data provided by student and parent surveys in the decision making process

3. Rollins Place Elementary will hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a time convenient for parents and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite all parents of children participating in Title I, Part A programs to this meeting, and will encourage them to attend, by:

- Sending out a post card to parents inviting them to attend Orientation
- Offering students incentives for parent attendance
- Allowing parents and students the opportunity to meet

their assigned teacher

4. Rollins Place Elementary will provide parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet by:

- Distributing a one page informational sheet that includes curriculum, academic assessment and proficiency levels for student achievement.

- Direct parents to www.LOUISIANASCHOOLS.COM to provide helpful information about the school including the school's report card.

- Encourage parents to view the school's handbook online and provide the opportunity to request a hard copy.

5. Rollins Place Elementary will at the request of parents, provide opportunities for regular meetings for parents to formulate suggestions and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible by:

- Devise a team who will review parent survey data, address concerns/improvements and implement strategies in a timely manner.

- Allow parents to be a part of the decision-making team

- Have parents analyze content standards and curriculum to get a better understanding of each and offer suggestions for instruction

6. Rollins Place Elementary will provide each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading by:

- Inform parents on the types of assessments used for 1st and 2nd grade students.

- Explain expected achievement levels

- Distribute assessment scores during parent teacher conferences

- Share student progress

7. Rollins Place Elementary will take the following actions to provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section

200.56 of the Title I Final Regulations (67 Fed. Reg. 71710, December 2, 2002) by:

Provide parents with a letter informing them that their child's teacher is not highly qualified

8. Rollins Place Elementary will provide assistance to parents of children served by the school, as appropriate, in understanding topics by undertaking the actions described in this paragraph --

- the state's academic content standards,
- the state's student academic achievement standards,
- the state and local academic assessments including alternate assessments,
- the requirements of Part A,
- how to monitor their child's progress, and
- how to work with educators:

Activities:

- Orientation/Open House
- Parent/Teacher Conferences
- School District Website; Louisiana Department of Education Website
- WebPams Informational Sheet (Monitoring Grades)
- Parent Communication Center - School Office (Access to all parent handouts pertaining to our school and school

district)

- Parent Newsletter
- ZEPTO Meetings (Parent Teacher Organization)

9. Rollins Place Elementary will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training and using technology, as appropriate, to foster parental involvement, by:

- Math and ELA Parent Nights
- Seesaw Communication App (Student, Teacher, and Parent Communication)
- Providing parents with topic handouts for specific units of study
- Providing tutorials on navigating the WebPams System

10. Rollins Place Elementary will, with the assistance of its parents, educate its teachers, pupil services personnel, principals and other staff in how to reach out to, communicate with, and work with parents as equal partners in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:

Encourage educators, pupil services personnel, principals, and other staff members to:

- Attend the parent teacher organization meetings (ZEPTO)
- Attend community sponsored events
- Read articles on building positive relationships between the community and school

11. Rollins Place Elementary will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs

for Preschool Youngsters, the Parents as Teachers Program, public preschool, and other programs. The school will also conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.

12. Rollins Place Elementary will take the following actions to ensure that information related to the school and parent-programs, meetings, and other activities is sent to parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:

- Newsletter
- School Program/Activity Flyers
- Remind 101 Messages
- Facebook
- Seesaw Communication App
- School Website
- Parent/Teacher Conferences

PART III. DISCRETIONARY SCHOOL PARENTAL INVOLVEMENT POLICY COMPONENTS

- involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;

- providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;

- paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in

- school-related meetings and training sessions;

- training parents to enhance the involvement of other parents;

- arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators who work directly with participating children, arrange meetings with parents who are unable to attend conferences at school in order to maximize parental involvement and participation in their children's education;

- adopting and implementing model approaches to improving parental involvement;

- establishing a school parent advisory council to provide advice on all matters related to parental involvement in Title I, Part A programs;

- developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities.

School-Parent Compact

What is a School-Parent Compact?

A *School-Parent Compact for Achievement* is an agreement that parents, students and teachers develop together. It explains how parents and teachers will work together to make sure all our students reach or exceed effective compact goals.

- Link to goals of the school improvement plan
- Focus on student learning skills
- Describe how teachers will help students develop those skills using high-quality curriculum and effective learning and supportive learning environment
- Share strategies parents can use at home
- Explain how teachers and parents will communicate about student progress
- Describe opportunities for parents to volunteer, observe, and participate in the classroom

SIX TYPES OF PARENT ENGAGEMENT

- PARENTING
- COMMUNICATING
- VOLUNTEERING
- LEARNING AT HOME
- DECISION MAKING
- COLLABORATING

The parents, students and staff of RPE developed this School-Parent Compact for achievement. Teachers suggested home learning strategies, parents added ideas and students told us what would help them learn. Consider this compact for one year to review the Compact and make changes based on student needs.

Parents can contribute comments any time.

If you would like to volunteer or participate on committees, please contact:
Committee Chair: zcsd@zacharyschools.org
225.658.1940

SCHOOL-WIDE

Activities to Build Partnerships

- Orientations/Title 1 Meeting
- Parent Teacher Organization Meetings
- Parent Nights (academics)
- Parent volunteers
- Volunteer Breakfast
- Parent surveys to inform decisions
- Special lunches for parents at Christmas and Thanksgiving
- Music Program & Art Show
- Reading challenges from library
- Book giveaway to encourage family reading during Christmas break

Communication about Student Learning

Rollins Place Elementary School is committed to regular two-way communication with families about children's learning. Some of the ways parents and teachers communicate all year are:

- Report Cards
- Parent Command Center
- Biweekly graded paper packets
- Updates on school website/social media
- Monthly newsletters
- Parent-teacher conferences
- Seesaw
- Remind text messaging

ZCSD Parental and Community Involvement

The Zachary Community School District will maintain a welcoming atmosphere by fostering a strong partnership with parents and community members that promotes transparency, encourages the open sharing of ideas, and helps propel the school system to higher levels of engagement and achievement.

SCHOOL-PARENT COMPACT 2019-2020

Rollins Place Elementary School

4488 Rollins Place Road
Zachary, LA 70791
Office: 225.658.1940
fax: 225.658.8207

Jennifer Marangos, Principal
Trudy Johnson, Assistant Principal
Dwayne Chatelain, Administrative Dean

Rollins Place Elementary School-Parent Compact

Student Achievement Goals

ZCSD Principles

- Provide a high quality, well-rounded educational experience for all students that is rigorous, diverse, and engaging.
- Prepare students for post-secondary educational opportunities, careers, and participation in a globally competitive society.
- Strengthen productive partnerships for education.
- Provide employees and students with safe, efficient, and functional environments.
- Maximize organizational efficiency and productivity in the pursuit of the district's mission.

Academic Goal:

To increase our School Performance Score by 2 points during the 2018-2019 School Year.

Objectives:

- To increase percent of students scoring proficiency in ELA, Mathematics, Science and Social Studies on Spring 2019 LEAP 2025
- To increase percent of students achieving growth targets in ELA and Math on Spring 2019 LEAP 2025.

ZCSD Vision: The Zachary Community School System is recognized as a model of excellence serving all citizens.

ZCSD Mission: The mission of the Zachary School Board is to assist every student in reaching his or her maximum potential through high-quality instruction and good stewardship of community resources.

School Vision: Rollins Place Elementary School is recognized as a model of excellence serving all citizens.

School Mission: Rollins Place Elementary School, in partnership with its children, families and the Zachary community, will ensure that each student achieves his/her full potential through quality instruction and challenging, student-centered, educational experiences within a nurturing, motivating, and safe environment.

Teachers, Parents, and Students: Building Partnerships

In the Classroom

The 1st and 2nd grade team will work with students and their families to support students' success in the Louisiana State Standards.

- Some of our key connections with families will be:
- Send home materials and instructional resources to help support learning goals
 - Design family involvement activities to share strategies and information on improving academic goals
 - Share learning progress and classroom activities via Seesaw
 - Provide access to educational resources for parents to use together with their children via links on the school website
 - Prepare students for 21st century learning goals through the integration of arts and technology as both teaching and assessment tools

At Home

Here are some ideas of how families can support students' success:

- Set an example by reading at home and engaging in other learning activities
- Encourage your child to work hard in school and follow school rules/expectations
- Get involved in school events, help in the classroom, and attend all parent meetings
- Regularly check communication from school (Seesaw, Facebook, website, etc.)
- Encourage excellent school attendance
- Check student's folder/backpack nightly

RPE students join staff and parents in working to succeed in school to reach their academic targets by:

- **Making respectful, responsible, and safe choices all day, everyday**
- **Coming to school each day ready to learn**
- **Give my parents all papers and information sent home from school**

Rollins Place Elementary



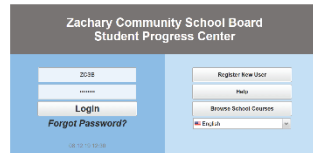
ZACHARY COMMUNITY SCHOOLS

Ed Gear Parent Command Center

<https://zachary.edgear.net/progress/>

About Parent Command Center

The Parent Command Center is a web-based portion of our JPAMS student information system that allows parents to login securely and view information about their child's attendance, discipline, class conduct, schedule, report cards, curriculum and assignment grades. To establish an account, parents are required to login to the Parent's Command Center and register as a new user. The required fields are Last Name and Social Security Number. This is the **PARENT'S LAST NAME** as reported to the school and the **LAST 5-DIGITS OF THE STUDENT'S SOCIAL SECURITY NUMBER**. After registering, parents will access information using their username and passwords.



Register New User

Step 1: Verification

NOTE: All information below is asking for PARENT/GUARDIAN information, please enter all information about the PARENT/GUARDIAN registering the account. The PSN number will be provided by the student's school.

Relationship: Required

Last Name: Required

First Name:

Middle Name:

PSN Number: Required

Street Address: APT, Unit, Suite

City:

State: LA US

ZIP:

Once logged in, parents may click on the tabs to access Attendance, Conduct, Discipline, Grades, Progress and Transcript information where applicable.

Current year grading period ending grades are show in the Grades tab.

Progress shows grades for assignments within the grading period.

Discipline is listed with the most recent transaction or referral first.

The program will not allow access to any students flagged not to display info on the web or any guardian flagged not to allow view student information.

2020-2021 Zachary Elementary School Student-Parent Handbook



Zachary Elementary School
3775 Hemlock Street • Zachary, LA 70791
Office: 654-4036 • Fax: 654-8746

ZACHARY ELEMENTARY SCHOOL 2020-2021

Welcome to Zachary Elementary School. We are excited that you have chosen one of the fastest growing, top-rated districts in the state! We look forward to working with you to provide the very best educational experience for your child.

This handbook will supply you with the information you need to succeed. Our staff is passionate about the learning experience and believes every child has value and an important part to play in this process. Students reach their full potential when provided with quality instruction, encouragement, and accountability. We welcome your partnership in these areas.

Keisha Thomas,
Principal

Office Staff

Keisha Thomas – Principal

Megan Noel – Assistant Principal

Lance Jarreau- Administrative Dean

Danielle Fontenot – School Counselor

Julie Barksdale – Secretary

Melissa Wedblad - Clerk

Zachary Elementary Mission Statement

In partnership with parents and the community, and with the belief that all children are capable of success, we, the teachers and staff at Zachary Elementary School, commit to: foster each child's full academic potential; build each child's self-esteem; and empower each child to become a responsible, respectful, and contributing citizen.

Zachary Elementary Behavioral Expectations

Zachary Elementary Mustangs racing toward success with respect, safety and responsibility.

School Field Trip Form

ZACHARY COMMUNITY SCHOOLS

PARENT/LEGAL GUARDIAN GRANTOR OR PERMISSION FOR STUDENT PARTICIPATION

1. TO BE COMPLETED BY THE STAFF.		
DESCRIPTION OF ACTIVITY:		
DATE: FROM _____ TO: _____		
2. I DO HEREBY GRANT PERMISSION FOR THE FOLLOWING STUDENT TO ATTEND AND PARTICIPATE IN THE DESCRIBED ACTIVITY.		
STUDENT NAME (please print)	SS# of STUDENT	
PARENT OR LEGAL GUARDIAN NAME (please print)	SIGNATURE OF PARENT OR LEGAL GUARDIAN	
3 <b style="text-align: center;">AUTHORIZATION TO PROVIDE MEDICAL TREATMENT		
THE SCHOOL OR ITS REPRESENTATIVE ARE AUTHORIZED TO RENDER NECESSARY MEDICAL TREATMENT TO THE STUDENTS LISTED ABOVE RELATIVE TO ANY INJURY SUSTAINED IN THE COURSE OF THE ABOVE ACTIVITY.		
SIGNATURE OF PARENT OR LEGAL GUARDIAN _____		
<b style="text-align: center;">RELEASE OF MEDICAL RECORDS AND REPORTS		
4 YOU OR ANY PHYSICIAN, HOSPITAL, CLINIC OR MEDICAL CARE PROVIDER ARE AUTHORIZED TO FURNISH TO THE ZACHARY COMMUNITY SCHOOL BOARD, ALL MEDICAL RECORDS, INFORMATION, FACTS AND PARTICULARS WHICH MAY BE REQUESTED AND TO FURNISH THEM COPIES OF SUCH. THIS INFORMATION IS TO BE USED FOR THE PURPOSE OF EVALUATING AND HANDLING THIS STUDENT'S CLAIM OF INJURY AS A RESULT OF THE ACCIDENT ON THE DATE INDICATED IN SECTION 5. A PHOTOCOPY OF THIS FORM MAY BE ACCEPTED WITH THE SAME AUTHORITY AS THE ORIGINAL.		
SIGNATURE OF PARENT OR LEGAL GUARDIAN _____		
5 <b style="text-align: center;">TO BE COMPLETED BY PHYSICIAN IN THE EVENT OF INJURY		
DATE OF INJURY: _____		
INITIAL DIAGNOSIS: _____		
SIGNATURE OF PHYSICIAN OR _____ LEGAL GUARDIAN		
DATE _____		
<b style="text-align: center;">NAME AND ADDRESS AND PHONE NUMBER OF MEDICAL FACILITY (Please Print Neatly)		

Parents/Guardians,

PLEASE CHECK ONE OF THE BOXES BELOW AND RETURN TO P.E.

The Physical Education Department at Zachary Elementary is excited about the upcoming school year. Your child will be participating in P.E. class five days a week for 30 minutes. Please be sure your child wears appropriate tennis shoes to P. E. every day. Shoes with heels, ballerina flats, and boots are not good support for Physical Education activities, and therefore considered unacceptable foot wear. Girls should always wear shorts under their skirts and jumpers.

The P.E. staff is concerned about your child's overall health. We need to be aware of any problem that might interfere with your child's participation in P.E. class. Please fill in the information below and return it to school immediately.

Also, if during the school year your child cannot participate in P.E. for a short period of time due to an illness, injury, or any other reason, a note should be sent to his/her P.E. teacher. If your child will be out of P.E. for more than three consecutive days, a doctor's excuse is required. If your child misses more than 3 consecutive days, we require an "all clear" note for participation, again this is for the safety of your child.

Thank you for your cooperation in this matter. We look forward to a safe and successful year.

Zachary Elementary Physical Education Staff

Student's Name _____ Homeroom

Teacher _____

- My child does **not** have any medical condition that would interfere with his/her participation in a daily physical education class.
- My child has the following medical condition that needs to be considered during participation in a daily physical education class.

- | | | | | | |
|--------------------------|---|--------------------------|--------------------------|--------------------------|-----------------------|
| <input type="checkbox"/> | Asthma (If yes, please circle one of the following: | <input type="checkbox"/> | Inhaler in school office | <input type="checkbox"/> | No Inhaler at school) |
| <input type="checkbox"/> | Allergies | <input type="checkbox"/> | Diabetes | | |
| <input type="checkbox"/> | Vision | <input type="checkbox"/> | Hearing | | |
| <input type="checkbox"/> | Seizures | <input type="checkbox"/> | Bleeding Problems | | |
| <input type="checkbox"/> | Shunt | <input type="checkbox"/> | Sickle Cell Anemia | | |
| <input type="checkbox"/> | Heart Disease | <input type="checkbox"/> | Other: _____ | | |

Parent/Guardian Signature _____

Date _____

Phone #: _____

Email: _____

- I would like you to contact me about volunteering for Mustang Derby and Field Day.

ABOUT PARENT COMMAND CENTER

The Parent Command Center is a web-based portion of our JPAMS student information system that allows parents to login securely and view information about their child's attendance, discipline, class conduct, schedule, report cards, curriculum and assignment grades.

To establish an account, parents are required to login to the Parent's Command Center and register as a new user. The required fields are Last Name and Social Security Number. This is the **PARENT'S LAST NAME** as reported to the school and the **LAST 5-DIGITS OF THE STUDENT'S SOCIAL SECURITY NUMBER**. After registering, parents will access information using their usernames and passwords.

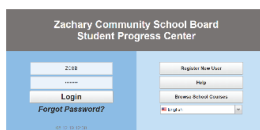


ZACHARY COMMUNITY SCHOOLS Ed Gear Parent Command Center

<https://zachary.edgear.net/progress/>

About Parent Command Center

The Parent Command Center is a web-based portion of our JPAMS student information system that allows parents to login securely and view information about their child's attendance, discipline, class conduct, schedule, report cards, curriculum and assignment grades. To establish an account, parents are required to login to the Parent's Command Center and register as a new user. The required fields are Last Name and Social Security Number. This is the **PARENT'S LAST NAME** as reported to the school and the **LAST 5-DIGITS OF THE STUDENT'S SOCIAL SECURITY NUMBER**. After registering, parents will access information using their username and passwords.



Register New User

Step 1: Verification

NOTE: All information below is asking for PARENT/GUARDIAN information, please enter all information about the PARENT/GUARDIAN registering the account. The PIN number will be provided by the student's school.

Relationship:	<input type="text"/>	<input type="checkbox"/>	Required
Last Name:	<input type="text"/>	<input type="checkbox"/>	Required
First Name:	<input type="text"/>		
SSN (Last 5):	<input type="text"/>	<input type="checkbox"/>	Required
PIN Number:	<input type="text"/>		
Street Address:	<input type="text"/>		
Address Line 2:	<input type="text"/>	<input type="checkbox"/>	APT, Loc, Room
City:	<input type="text"/>		
State:	<input type="text" value="CA"/>	<input type="checkbox"/>	
Zip:	<input type="text"/>		
<input type="button" value="Continue"/>			

Once logged in, parents may click on the tabs to access Attendance, Conduct, Discipline, Grades, Progress and Transcript information where applicable.

Current year grading period ending grades are show in the Grades tab.

Progress shows grades for assignments within the grading period.

Discipline is listed with the most recent transaction or referral first.

The program will not allow access to any students flagged not to display info on the web or any guardian flagged not to allow view student information.

Once logged in, parents may click on the tabs to access Attendance, Conduct, Discipline, Grades and Progress information where applicable.

Current year grading period ending grades are shown on the Grades tab. Grades for assignments within the grading period are shown on the Progress Tab. Discipline tab shows the most recent transaction or referral first. The program will not allow access to any students flagged not to display information on the web or any guardian flagged not allowed to view student information.

If you experience difficulty receiving current information, please email webmaster@zacharyschools.org.

SCHOOL HOURS

School begins at 7:55 a.m. and dismisses at 2:55 p.m. Early dismissal begins at 12:10 p.m.

ARRIVAL

Students must not arrive before 7:30 a.m. as there will be no teachers on duty before that time.

Bus riders will unload on the east side (39th Street) while car riders will unload on the south side (Hemlock Street) of the school. Upon arrival, students are to report to the area assigned for each grade level. Students who eat breakfast at school are to eat breakfast first then report to their assigned area. The assigned area for students is their homeroom class or an area designated by the teacher. A school crossing guard will be stationed at the corner of 39th Street and Hemlock. Students walking or riding their bikes to school should cross **ONLY** at this location.

DEPARTURE

The procedures for dismissal must be adhered to for the safety and protection of all students.

Dismissal time is 2:55.

Bus riders will board buses on the east (39th Street) side of the school. Car riders will load on the south (Hemlock St.) side of the school in the car rider line. Car riders may not be picked up by a walk-up parent. **Anyone picking up a car rider must have a school issued "orange card" with them in the car.** Without it, the driver will be asked to come inside to check out the student.

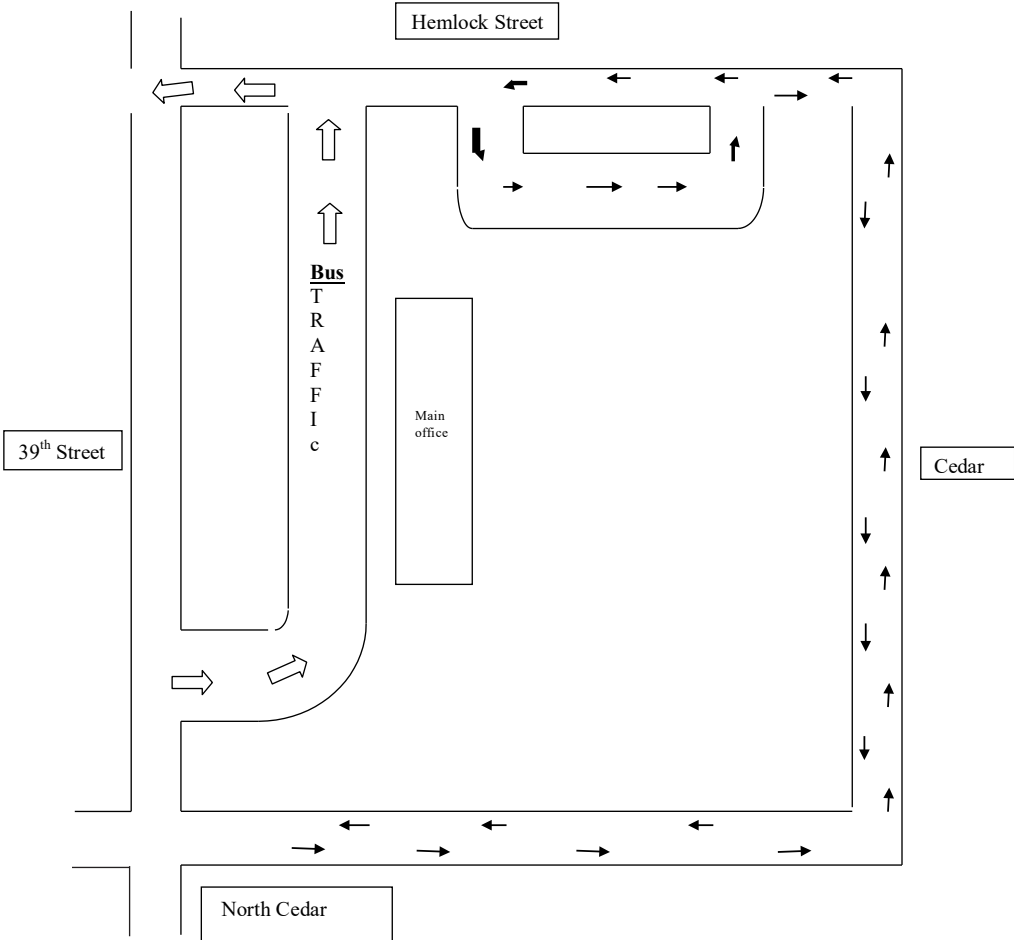
Walkers will depart from the south side (Hemlock St.) of the school only after the buses have departed. All students are to report home immediately after school.

CHANGE IN AFTERNOON TRANSPORTATION

Written permission is required anytime a student's usual departure routine is changed. **Phone calls will not be accepted.** Parents should send a note with the child on the morning of the change. In the event an emergency, parents must email the school clerk or send a fax requesting the change. Parents must call the school to ensure that the email or fax was received. A copy of a photo/ID must accompany the fax or email. An email to the child's teacher will not suffice for "written permission" as the teacher may not be able to check his/her email prior to dismissal. All changes must take place before 2:30 p.m.

Carpool Directions

1. 39th Street then right on North Cedar
2. Left on Cedar
3. Turn left on Hemlock
4. Enter the second drive of the circular "Drop off"
5. Exit: right on Hemlock, right on Cedar, right on North Cedar
6. Left on 39th



CHECKING OUT

- Parents wishing to check students out early must come to the office and sign the check-out list. We will call for the child on the intercom.
- Any parent or visitor must check in and out of the office and receive a visitor's pass before going past the office area.
- A Louisiana photo identification or Driver's License is required.
- Make us aware of any restrictions (on your child's Emergency Card) regarding who may pick up your child
- No check outs or transportation changes after 2:30 p.m. or the last 30 minutes of early release.
- Parents are not allowed to remove children from the buses.
- Persons not listed on the registration and/or emergency card will not be allowed to check out the child.
- Please do not check your child out early unless it is an emergency or medical need.
- Only students checking out early for an emergency or medical need will be allowed to make up missed work.
- Students who habitually check out of school early will be referred to the child welfare and attendance office.

VISITOR POLICY

Any parent or visitor must check in and out at the office and receive a visitor's pass before going past the office area. A Louisiana photo identification or Driver's License is required.

We ask that you do not call and ask that we deliver messages to students unless it is an emergency. Students will not be allowed to bring younger brothers, sisters, relatives, or friends to school at any time during school hours. This also applies to field trips.

SCHOOL ATTENDANCE / TRUANCY POLICY

Students absent for two days or less are responsible for getting their assignments upon their return to school. Parents may contact the office to arrange for classwork / homework for students missing three or more consecutive days. All doctor's excuses and/or parent notes should be sent to school within 5 days of absence.

SCHOOL TARDY POLICY

Tardy students must report to the office for an admit slip so they can be admitted to class.

Students are tardy if they arrive in class after 7:55 a.m.

*** Tardies are only excused with a doctor's note or a bus delay.**

*Students with three unexcused tardies in a 9-week period will be referred to school administration.

Students who are habitually tardy will be referred to the Child Welfare and Attendance Office.

For More Information regarding School Attendance/Truancy/Tardies, see the District's Student Rights & Responsibilities Handbook and Discipline Policy.

BUS

The privilege of riding the bus is conditional on proper behavior and observance of rules and regulations. Disciplinary problems or safety violations may result in loss of riding privileges. All unacceptable behavior is reported to the principal. A student can be removed immediately from a bus if he or she is disrespectful to the driver, fights, curses, or participates in any action on the bus that will endanger the safety and health of others. When a student is removed from the bus, transportation becomes the responsibility of the parent or guardian. In addition, students removed from the bus must be picked up in a timely manner.

BUS PASSES

A written note from parents is required when students need to ride a different bus. This note should be signed by one of the administrators and presented to the driver at boarding time. A bus change request must be completed through Zachary Elementary if a student will be riding another bus for an extended period of time. If the student is changing addresses, the parent must provide four proofs of residence before a change is made.

BUS RULES

See District Rights & Responsibilities Handbook and Discipline Policy

DISCIPLINE

Good discipline is essential in any teaching situation. Every teacher is authorized to hold every pupil to a strict accountability for his conduct. Disorderly conduct in school, on the school playground, on the school bus, or traveling between school and home will not be tolerated.

Discipline is of vital importance to the educational structure. It is the training that develops self-control, character, orderliness, and efficiency. It is the key to good conduct and proper consideration for other people.

With an understanding of the purposes of discipline in a school, a student will form a correct attitude toward it and not only do his part in making school an effective place of learning, but also develop the habit of self-restraint which will make him a better person.

In order to guarantee all students at Zachary Elementary an excellent learning climate, students are expected to follow school and class rules. The following code of conduct has been adopted by the faculty. *Specific classroom rules and consequences (both positive and negative) will be determined by the classroom teacher.*

The Zachary Elementary Code of Conduct is:

Zachary Elementary Mustangs racing toward success with respect, safety and responsibility.

In order to encourage appropriate behavior and ensure the safety of all students, those children with less than a "C" in conduct will NOT be allowed to participate in special activities. These activities include, but are not limited to, field trips, programs, parties, and clubs.

***The administrative staff may prohibit students from attending school-based activities for the following reasons:**

1. Chronic disruptive behavior.
2. One or more suspensions or assignments to Character Class.
3. Excessive tardies.
4. Excessive incidents of no homework turned in.
5. Excessive incidents of not doing class work.

Because field trips are extension activities, administrators reserve the right to exclude student participation due to past or present behavior including, but not limited to, the afore mentioned reasons.

***STUDENTS MAY NOT HAVE TOYS AND ELECTRONIC**

DEVICES (CELL PHONES, iPads, IPODS, ETC.) ON SCHOOL PROPERTY, OR ON THE SCHOOL BUS.*

SCHOOL-WIDE DISCIPLINE PLAN

Effective school-wide discipline needs participation and cooperation from parents, students, teachers, and the administration.

This plan is initiated when attempts to correct inappropriate behavior by negative consequences or positive acknowledgment of suitable behavior have failed. (This plan excludes Zero Tolerance offences).

Upon the first referral to the office for a minor offense, the student is counseled by the principal or assistant principal, given time out of the classroom, and the parent is contacted. Consequences of future infractions are discussed at that time. The parent is encouraged to take action to resolve the display of inappropriate behavior.

The second referral initiates an immediate conference between student, parent, teacher, and principal before the student is allowed to return to school. The student is not allowed to return until the conference has been concluded. The consequences are discussed for future infractions.

The third referral constitutes a suspension.

Other infractions and consequences are explained in the Zachary Community School System's Student Rights and Responsibilities Handbook.

Note: Major offenses may result in more severe punishment such as suspension or expulsion.

CHARACTER CLASS

Students who have committed a minor infraction may be assigned to Character Action Training (CAT). The Character Class is a self-contained program that is an extension of the regular classroom. Students assigned to Character Class receive instruction on proper character and may be allowed to complete class assignments.

BULLYING

Please refer to the *Zachary Community School District Student Rights and Responsibilities Handbook*. The district policy regarding bullying can also be found at www.zacharyschools.org.

STUDENT DRESS CODE AND UNIFORM POLICY

All Zachary Community school students are required to wear a

standard school uniform. For any questions regarding student dress code and uniform policy, please refer to the Zachary Community School District Student Rights and Responsibilities Handbook.

STUDENT IDENTIFICATION CARDS

All students will be required to wear a student identification card. This card is the student's official school, library, and lunch identification. It must be worn and visible at all times. Loss of an ID card should be reported to the office of Zachary Elementary.

In the event that a child loses the ID card, he/she will need to purchase a new one from the front office.

Replacement Cost: \$2 ID only, \$3 Lanyard only, \$5 ID/lanyard combo.

Only ZES- issued lanyards and ID covers should be worn. No stickers or other items should be placed on the I.D.

INSTRUCTIONAL PROGRAMS

Classroom teachers provide instruction in the following areas: Reading, Social Studies, Language Arts, Science, Spelling, and Mathematics.

Ancillary teachers provide instruction in the following areas: Art, Library, Computers, Music, Spanish, Guidance, Speech, and Physical Education.

Students may be removed from ancillary programs for remediation purposes at the discretion of the principal.

GRADING CODE

A = 93-100% Outstanding Achievement.

B = 85-92% Good Achievement.

C = 75-84% Satisfactory Achievement.

D = 67-74% Minimum Acceptable Achievement for passing.

F = Below 66% Does not meet minimum course requirements.

* =Working below grade placements.

PROMOTION POLICIES FOR GRADE 3 & 4

For Promotion Policies, please see the ZCSB Pupil Progression Plan located at www.zacharyschools.org

HOMEWORK POLICY

The business of your child's education is a joint venture that involves school personnel, students, and parents. Each has a vital role.

Homework promotes the development of self-discipline, good study habits, a sense of responsibility, mastery of skills, and comprehension of subject content. It is assigned on a regular basis and will vary according to the grade, subject, and instructional needs of the student. Providing a place and time for study and letting your child know your expectation regarding homework is one of the most important ways for parents to be involved in school.

HOME / SCHOOL COMMUNICATION

One of the most important things we can do to help children grow academically is to keep in touch. There are several ways we do this:

1. Student work papers are sent home every two weeks. Be sure to sign this envelope. Return it to school within two days.

****These are the dates papers will be sent home****

August 27	October 22	January 21	March 25
September 10	November 5	February 4	April 22
September 24	November 19	February 25	May 6
October 8	December 10	March 11	

2. Report cards will be given at conferences or sent home at the end of each nine-week period.

- **Report Card Dates:**
1st Nine Weeks: October 14
2nd Nine Weeks: January 6
3rd Nine Weeks: March 17
4th Nine Weeks: May 20

3. Newsletters will go home on a nine-week basis.

4. The school will use Remind for school-wide informational blasts.

5. Progress Reports will be sent home with the student midway through each nine-week period.

- Progress Report Dates are:
1st Nine Weeks: September 10
2nd Nine Weeks: November 11
3rd Nine Weeks: February 4
4th Nine Weeks: April 15

6. We encourage you to be part of the Zachary Elementary's Parent Teacher Organization (ZEPTO). We plan to provide meetings for you that are informative. The cost is \$5 per child or \$15 per family.

VOLUNTEERS

We welcome volunteers to our school. However, in order to protect instructional time, please adhere to the following guidelines:

- Volunteers should pre-arrange their volunteer time with their child's teacher, who will inform the front office to expect the volunteer.
- All volunteers should sign in at the front office and obtain a visitor's pass.

PARENT / TEACHER CONFERENCE

Parent/Teacher conferences will be held on October 13, 2020. Specific times will be sent home by the teacher. Additional parent/teacher conferences may be set upon request of parent or teacher.

EMERGENCIES

Please be sure the school has the name and phone number of someone who can come to school and pick up your child in case of an accident or illness. We have no facility to keep sick or injured children at school. It is critical that we have an emergency telephone number should such a situation occur. **Please supply the school with any change of address or phone numbers.** New proofs of residency are required with change of address. Please keep your child's Emergency Card current.

In the event a child becomes seriously ill and parents or the designated person cannot be reached, he/she will be taken to Lane Regional Medical Center at the parent's expense.

In the event of an emergency school closure, radio and TV stations will keep the public informed. Parents may also receive a call, text, and or email from the district's emergency communication system. In order to keep communication lines open, do not call the school. We will dismiss school only when notified by the Zachary Community School Board.

MEDICATION AND IMMUNIZATION

School Board policy permits us to use only soap and water and an ice pack on cuts and bruises. Medications are not to be given at school. Possible exceptions to this policy are medication

for behavior modification, insect sting allergy, anticonvulsive medications, and asthmatic medication. Parents and physicians of children with the above-mentioned exceptions will be required to complete consent and doctor's order forms, which are available in the school office.

Louisiana Statute 17: 170 makes it mandatory that every child attending the Zachary Community Public Schools be properly immunized against diphtheria, tetanus, whooping cough (pertussis), poliomyelitis, measles, and rubella, or shall present supportive evidence if immunization records are incomplete. Immunizations may be obtained from your local physician or the local health unit. No student can be given medicine at school unless a consent form is completed by the parent and signed by the physician allowing medication to be administered at school. This includes over the counter medicine, cough drops, lotions, and creams.

Please note the following:

- We must have written consent from the doctor that the medicine has to be given during school hours or kept there for emergencies.
- The medicine must be brought to school by the parent/guardian. Do not send medicine with the student on the bus.
- Medicine must be in its original container, labeled by a pharmacist.
- Any time there is a change in medication, a new consent form must be filled out. Students shall not be allowed to have medication of any kind in their possession.
- Over-the-counter medications will not be administered to students unless a signed consent form is on file.

HEAD LICE POLICY

Head lice will be assessed by the nurse or a trained staff member and will be handled on a case by case basis. The school nurse will determine what measures need to be taken. School exclusion may be deemed necessary. Refer to the ZCSB Health Handbook for more information.

PARTIES AND HOLIDAYS

- No balloons, flowers, cakes or cupcakes are permitted. No deliveries of any kind will be accepted.
- A book may be placed in our library collection honoring your child's birthday. Please see our website for details or call the school library.

- We will work with our volunteers to acknowledge all of our students' birthdays (including summer months) with a cupcake during the student's lunch time.

CAFETERIA

Both breakfast and lunch are served each day (breakfast is optional). The cost of breakfast will be \$1.50 for full price and \$.30 for reduced price for all grades. Lunch is served at a cost of \$2.00 per day for full price and \$.40 per day for reduced lunches.

METHOD OF PAYMENT:

- On-line credit card payment, cash, or check.
 - Make checks payable to: *Zachary Community School Board Child Nutrition Program (ZCSBCNP)*
 - Write one check per child
 - In the memo section of the check, write the *student's name* and point of service LUNCH NUMBER, if known.
 - Place cash payments in a sealed envelope that is labeled with the student's name, purpose for which the money is intended, and amount of cash or check sent.
- Payments may also be made through MySchoolBucks.com. Setting up an account is free, and you may receive Low Balance Notifications to alert you via email or text when your child's account balance reaches a limit that you set.

MEAL PAYMENTS DUE:

Breakfast and lunches must be paid in advance by the week, month, or semester. **NO SCHOOL MEAL CHARGES WILL BE PERMITTED.** Students will not be allowed to participate in field trips or other optional activities if lunch money is owed.

FREE/REDUCED PRICE MEAL APPLICATIONS:

Parents are to fill out **ONE APPLICATION PER FAMILY.** The completed application form should be returned to the cafeteria manager at the school where your youngest child is enrolled.

A new application must be submitted and processed for the new school year in order for meal benefits to continue.

Children may bring their lunch to school with the understanding that it must be eaten in the cafeteria. Lunches from commercial establishments, (McDonald's, etc.), **are discouraged.** Soft drinks in bottles or cans **are not allowed in the cafeteria by students.**

STUDENT RECOGNITION

Our students are honored for grades, conduct and work habits, service, personal growth, citizenship, and attendance.

1. "Champions of Conduct" is an incentive program designed to reward students who have achieved an "A" in conduct and work habits regardless of academic performance. Incentives are determined each nine-week period. Character class assignment, suspension, or other disciplinary actions disqualify a student from participating in Champions of Conduct.
2. The "Mighty Mustangs" box houses good notes from staff members. On Fridays, slips are drawn and those students get to select a prize.
3. End of the year honors day awards include honor roll all year, reading achievement, special academic growth, subject area achievement, citizenship, and attendance. Additional awards will be awarded to deserving students.
4. BUG Awards - The Bringing Up Grades awards are presented by the Kiwanis Club. The Bring Up Grades program awards elementary school students' achievements in subject areas.

School Programs

Positive Affirmation Programs:

Creating an environment conducive to learning not only involves consistent discipline but also positive affirmation of appropriate behavior. Listed below are some of the programs designed to affirm and encourage students.

Mighty Mustang Box: The mighty mustang box was designed to "catch" students displaying positive behavior. Two mighty mustang slips are to be filled out for each incident. One slip is given to the student to place in the mighty mustang box, located in the library. The other slip is given to the student to take home. A teacher may place up to five names in the box per week. Each Friday, several names are drawn out of the box by the principal. All names in the box are not drawn and the box is cleared each week. Students selected receive a prize from the office.

Star Students: Each month each teacher will select a star student. This student's picture will be displayed in the cafeteria. These students will also receive other recognition at school. Students should be selected on the basis of achievement, attitude, character, or effort. It is the responsibility of the teacher to keep up with who is selected as star student.

Champions of Conduct: Champions of Conduct students are recognized for achieving an "A" in conduct for the nine-week grading

period. These students cannot have suspensions or Character Class assignments, or other disciplinary actions.

Accelerated Reader: Students have the opportunity to read Accelerated Reader books, take a quiz on the book, and earn points upon completion of the quiz. Incentives are given for accumulating AR points. At the end of the school year, a special award is given to the top point earners in each grade.

Bus Bucks: Bus Bucks are created to encourage model behavior on the school bus. Bus drivers distribute these tickets to students displaying positive behavior. As students receive these slips, they are to place it in the designated box near the front office. Each Friday, several names are drawn out of the box by the principal. All names in the box are not drawn, and the box is cleared each week. Students selected receive a prize from the office.

PBIS Student Club: Fourth Grade students are selected by their homeroom teacher to serve on the PBIS student club. Students will serve for a nine-week period and then new members will be selected. This club gives students the opportunity to be actively involved in planning events, choosing rewards and motivators that promote positive behavior within the school. The students also assist with morning duty by modeling appropriate school behavior to fellow classmates.

EXTRACURRICULAR ACTIVITIES/FIELD TRIPS

Various extracurricular activities are held throughout the school year. Students are expected to maintain appropriate behavior during the activities. Performers, guests and speakers are to be treated with respect and consideration. Extracurricular activities include, but are not limited to: field trips, before and after school activities, and reward or enrichment assemblies. Students are encouraged to participate in any or all of these activities. Participation is a reward for maintaining acceptable citizenship and behavior.

Field trips are scheduled during the school year for educational enrichment and reward purposes. Students who lack proper self-control as determined by the teacher in charge, will not be allowed to attend any field trip. A parent consent form to allow attendance on a field trip must be on file in the classroom/office prior to the trip. Students may be charged a fee to cover the cost of transportation

and entry into the event. All students must ride the buses provided by the school system to go on field trips. Parents may not check children out from a field trip location. All check-outs must be done in the office at the school. **Students who have not paid fees or have an outstanding breakfast, lunch, fundraiser or extended day balance will not be allowed to attend field trips or extracurricular school activities.**

*Parents should not post pictures of children other than their own on any form of social media.

SCHOOL IMPROVEMENT TEAM (S.I.T.)

The School shall establish a School Improvement Team to serve in an advisory capacity to the school principal and to assist in the development of the education program and in the preparation and evaluation of the school improvement plan.

Composition of School Improvement Team:

- Team members shall include the school principal, teachers, education support employees, students, parents, business, and community representatives.
- For information on the current School Improvement Team or to view a copy of the School Improvement Plan, please contact the school office.

POSITIVE BEHAVIOR INTERVENTIONS SUPPORT (PBIS) is a school-wide strategy for helping all students achieve important social and learning goals. We know that when good behavior and good teaching come together, our students will excel in their learning. Our Zachary Elementary Code defines our behavior expectations in our school. You will see these expectations posted throughout the school and your child will be learning them during the first days of school. Please take an opportunity to talk with your child about the expectations at school and the importance of continuing to demonstrate the Zachary Elementary Code. With your continued support and involvement, Zachary Elementary will remain a school where students can excel.

The following chart shows the expectations along with what the behaviors should look like as students demonstrate the Zachary Elementary Code.

Settings and Expected Behaviors						
Expectations: <i>ZES Mustangs racing towards</i>	General School Rules	Hallway/ Breezeway Rules	Cafeteria Rules	Restroom Rules	Bus Area/ Car Rider/ Walker Rules	Commons Playground Rules
Respect	-Treat others and school property with respect. -Be courteous	Respect other's learning.	-Enter quietly -Use your manners.	Keep all areas neat and clean. Be silent. Give privacy to all.	Face the front.	Share equipment with others. Take turns when playing games. Respect the teacher.
Safety	Walk quietly to your destinations.	Walk to your destination. Use the right side of the hall. Keep your hands and feet to yourself.	-Wash your hands. -Stay in your seat	Use good hygiene. Flush toilets, wash hands.	Sit in assigned area until called.	Use playground equipment appropriately and safely. Keep hands, feet and objects to yourself.
Responsibility	Attend school daily and be on time. Be a good citizen by working hard and doing your best	Remain quiet. Pay attention.	Clean your area. Pass basket quietly Exit quietly	Use time wisely. Use sinks and toilets appropriately, and put trash in the garbage receptacles.	Keep hands, Feet and other objects to yourself. Obey bus rules.	Freeze when the whistle blows and wait to line up. Bring necessary materials to class.

Copper Mill Elementary
2020-2021 Student/Parent Handbook



Home of the Colts

1300 Independence Blvd., Zachary, Louisiana 70791

www.coppermillelementary.org

(225) 658-1288

Fax: (225) 658-1298

WELCOME

Welcome to Copper Mill Elementary School and to a new school year. We are glad to have our returning students join us again, and we are happy to receive new faces on campus this year.

We support and execute the mission of Zachary Community School Board. We believe that every student is capable of reaching his/her maximum potential through high-quality instruction. It is the goal of the staff at Copper Mill Elementary to work with you to create a rich learning environment for all students.

In this Student / Parent Handbook you will find important information regarding school policies and guidelines. Students are responsible for knowing the contents of this handbook. Please take some time to read through and review the handbook with your child. This handbook helps to ensure continued success. We look forward to a successful 2020-2021 school year.

Angela Cassard, Principal

ZACHARY COMMUNITY SCHOOL BOARD VISION STATEMENT

Zachary Community School System is recognized as a model of excellence serving all citizens.

ZACHARY COMMUNITY SCHOOL BOARD MISSION STATEMENT

The mission of the Zachary Community School Board is to assist every student in reaching his or her maximum potential through high-quality instruction and good stewardship of community resources.

Adopted July 22, 2004

COPPER MILL ELEMENTARY SCHOOL MISSION STATEMENT

“Copper Mill Elementary will assist every student in reaching his or her maximum potential.”

SCHOOL HOURS / ARRIVAL

- School begins at 7:55 A.M. and dismisses at 2:55 P.M.
- Early Dismissal – 12:10 P.M.
- Students must not arrive before 7:25 A.M. as there will be no teachers on duty before that time.
- Bus riders will unload on the west side while car riders will unload on the south side (pond side) of the school.
- Upon arrival, students are to report to their homeroom teacher's classroom. Students who eat breakfast at school are to eat breakfast first and then report to their assigned area.
- Tardy students must report to the office for an admit slip so they can be admitted to class.
- Students are tardy if they arrive to class after 7:55 A.M.

DEPARTURE

The procedures for dismissal must be adhered to for the safety and protection of all students:

- Bus riders will board buses on the west side of the school.
- Car riders will load on the south side (pond side).
- Written permission is required anytime a student's usual departure routine is changed.
- Phone calls will not be accepted.

CHECKING OUT

- Parents wishing to check students out of school early must come to the office and sign the check-out list. We will call for the child on the intercom.
- Any parent or visitor must check in and out at the office and receive a visitor's pass before going past the office area.
- A Louisiana photo identification or driver's license is required.
- No check outs will be allowed after 2:25 PM or the last 30 minutes of early release.
- Make us aware of any restrictions (on your student's Emergency Card) regarding who may pick up your child.
- No changes in transportation will be allowed over the phone.
- No changes in transportation will be allowed after 2:00 PM.
- Parents are not allowed to remove children from the buses.

We ask that you do not call and ask that we deliver messages to students unless it is an emergency. Students will not be allowed to bring younger brothers, sisters, relatives, or friends to school at any time during school hours. This also applies to field trips.

SCHOOL ATTENDANCE / EXCUSE POLICY

School attendance is very important. The following is the revised policy received from the Zachary Community School Board regarding school attendance for elementary students:

- Pre-K through Eighth Grade students **will not be allowed to exceed ten (10) absences each school year.**
- Absences of two or fewer consecutive school days due to personal illness or serious illness in the family may be validated by a parent written excuse note.
- If a student is absent for three (3) or more consecutive days, a student must present a note from a physician, nurse practitioner, or dentist to be excused. *These guidelines will not allow students to be excused for vacations or other family trips.*
- If a student is absent due to illness, a note from the parent must be sent within 5 days following the student's return to school.
- A child recovering from a mild illness will be excused from P.E. with a parent note.
- If your child needs to be excused from P.E. for three or more consecutive days, please send a note from your child's doctor.
- Students absent for two days or less are responsible for getting their assignments upon their return to school.
- Parents may contact the office to arrange for classwork / homework for students missing three or more consecutive days.

SCHOOL TARDY POLICY

This policy is needed for the following reasons:

1. When students enter a class late, this interrupts instructional time. (Teachers must stop instruction to receive the students.)
 2. When students arrive late, they don't have the opportunity to get their supplies ready for the day's work.
 3. When students arrive late, they have missed instruction. (Directions and procedures have to be repeated.)
- 3 tardies in a 9-week period = After-School Detention. *After two assignments to After-School Detention, students will be suspended pending parent conference with an administrator.*
 - Tardies are only excused with doctor's notes.
 - Students are tardy if they arrive to Homeroom after 7:55 A.M.

STUDENT PERFORMANCE & EVALUATION

- Report Cards will be mailed at the end of each nine (9) weeks.
- This is a means of informing parents/guardians of the student's progress in each subject.
- Report card dates are:
 - October 15, 2020
 - January 07, 2020
 - March 17, 2021
 - May 20, 2021

Grading Scale:

A = 93-100%	Outstanding Achievement
B = 85-92%	Good Achievement
C = 75-84%	Satisfactory Achievement
D = 67-74%	Minimum Acceptable Achievement for passing.
F = 66% or Below	Does not meet minimum course requirements.
* =	Working below grade placements.

REGULAR INSTRUCTIONAL PROGRAM COURSES

Classroom teachers provide instruction in the following areas: Social Studies, English/Language Arts, Science, and Mathematics.

ANCILLARY SERVICES AVAILABLE

Ancillary teachers provide instruction in the following areas: Art, Computer Lab, Robotics/STEM, Band, Choir, Keyboarding, Music, Orchestra, Physical Education, Spanish, Speech, and Remediation. *Students may be removed from ancillary programs for remediation purposes at the discretion of the principal.*

HOMWORK POLICY

The business of your child's education is a joint venture that involves school personnel, students, and parents. Each has a vital role:

- Homework promotes the development of self-discipline, good study habits, a sense of responsibility, mastery of skills, and comprehension of subject content.
- It is assigned on a regular basis and will vary according to the grade, subject, and instructional needs of the student.
- After-School Detention is assigned when students reach three missed homework assignments in the same subject during a nine-week period.

TEXTBOOKS

Textbooks are furnished by the Zachary Community School Board for the student's use.

- Consumable texts are distributed to students in some subject areas.
- Any textbook checked out the student must either be returned in a usable form at the end of the school year or paid full price for replacing the book(s).
- A fine will be charged for slightly damaged books.

HOME / SCHOOL COMMUNICATION

One of the most important things we can do to help children grow academically is to keep in touch. There are several ways we do this:

1. Grades will be posted in **Parent Command Center** weekly. This will be the main form of communicating the results of assessments to parents. Please notify the school webmaster should you have difficulty accessing current information from our website or Parent Command Center (*Screenshots on how to establish an account can be found on the pages to follow*).
2. Students will be given access to a school-approved email account through **Office 365**, which can be used for school-appropriate communication between students and their teachers, as well as to submit assignments electronically, or other school functions (*Signed parent waiver required*).
3. Teachers utilize technology such as **Moodle** and **Microsoft Office 365** to provide access to classroom resources, and **Class Dojo** for class management and student behavior tracking. (*Explanations of each are on the following pages*).
4. The school will use Remind for school wide informational blasts. The code to join is @cmeparents.
5. **Progress reports** will be sent home with the student midway through each nine weeks grading period.
 - Progress report dates are:
 - 1st nine weeks – 9/10/20
 - 2nd nine weeks – 11/12/20
 - 3rd nine weeks – 2/4/21
 - 4th nine weeks – 4/15/21
6. **Report cards** and school newsletters will be sent home at the end of each nine-week period.
 - Report card dates are: October 15, 2020, January 07, 2021, March 17, 2021, May 20, 2021.
7. Newsletters will be sent home each month to notify you of important dates and CME news.

8. CME has a **Facebook page**. Important announcements and news are posted here daily.
 - a. Parents should not post pictures of children other than their own on any social media.
9. Our school website can be accessed at **coppermilleelementary.org**. This website includes teacher Moodle pages, teacher email addresses, and links to resources, news, announcements, and student achievements.
10. A separate check must be written for field trips, lunch, etc. You cannot pay more than one fee per check. (No refunds will be given if a student cannot go on a field trip due to behavior.)
11. All money should be sent to school in an envelope labeled with the child's name and the purpose.
12. We welcome **parent visits** to our school; however, we ask that you plan visits at a time convenient to the teacher. You may make arrangements with the teacher personally, or you may call the office to set up an appointment. 24-hour advance notice required, please, which will ensure that valuable class time will not be consumed.
13. We encourage you to be part of the Zachary Elementary Parent Teacher Organization (**ZEPTO**). Meetings are planned to be informative for you.

Safety/Emergency Procedures

1. Please be sure the school has the name and phone number of someone who can come to school and pick up your child in case of an accident or illness. We have no facility to keep sick or injured children at school. It is critical that we have an emergency telephone number should such a situation occur. In the event a student becomes seriously ill and parents or the designated person cannot be reached, he or she will be taken to Lane Regional Medical Center or the nearest hospital at the parent's expense.
2. Discuss with your child what he should do in the event of an emergency school closure. If that happens, radio and TV stations will keep the public informed. We will dismiss school only when notified by the Zachary Community School Board. You will also receive a phone call from the district's emergency notification system, regarding the school district's decision on emergency situations. Be sure that your phone number(s) are always updated.
3. Children are permitted to use the school telephone only when there is an emergency. Books, paper, or other school supplies forgotten at home will not be considered an emergency.

PARENT / TEACHER CONFERENCES

Parent/Teacher conferences will be held on, or before October 13, 2021. Specific times will be sent home by the teacher. Additional conferences may be set upon request of either the parent or teacher.

STUDENT HEALTH POLICIES

Please refer to the School Health Handbook for specific information about student health services and policies.

PARTIES AND HOLIDAYS

Each class will be allowed two parties school-wide that involve refreshments and are held during school time: Christmas and end-of-the-year.

- Student birthday parties, etc. cannot be held at school.
- No balloons, flowers, cakes, or cupcakes are permitted.
- No deliveries of any kind will be accepted.
- A book may be placed in our library collection honoring your child's birthday. *Please see our website for details.*

CLASS DOJO

CME teachers are utilizing a classroom management tool called Class Dojo.

Class Dojo is a program which allows teachers to track students' behaviors (positive AND negative) easily and

efficiently. Parents can access the program online, or on their smartphone for convenience. The program is based on points, and students can be given positive points for things like being on-task, being respectful, participating, or working hard. On the other hand, negative points can be assigned if students are off-task, talking out, unprepared, or not following other classroom and school rules.



After students have been added to the system, there is a student access code given to each student so that he/she can log on to the website. After each two-week marking period, students will be able to "cash in" their points for participation in special events and school incentives.

If a student receives 13 or more negative dojos within each two-week marking period, they will receive a major referral.



Sign up for important updates from CME.

Get information for Copper Mill Elementary School right on your phone—not on handouts.

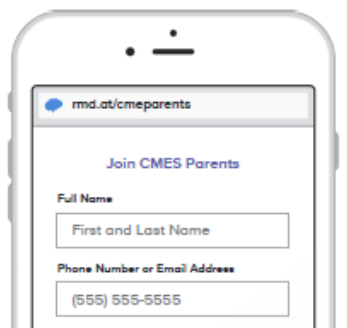
Pick a way to receive messages for CMES Parents:

A If you have a smartphone, get push notifications.

On your iPhone or Android phone, open your web browser and go to the following link:

rmd.at/cmeparents

Follow the instructions to sign up for Remind. You'll be prompted to download the mobile app.



B If you don't have a smartphone, get text notifications.

Text the message @cmeparents to the number 81010.

If you're having trouble with 81010, try texting @cmeparents to (469) 275-4610.

* Standard text message rates apply.



Don't have a mobile phone? Go to rmd.at/cmeparents on a desktop computer to sign up for email notifications.

MOODLE INSTRUCTIONS FOR STUDENTS

Step 1: Login

- Go to <http://moodle2.zacharyschools.org/>.
- Links to Moodle are located on the CMES *Symbaloo* page, on the CMES homepage under *Quick Links*, and on the ZCSB website.
- Moodle accounts for students are automatically created.
- Students will login to Moodle with the same username and password that is used for the computer.

Student Login

- Username: *firstname.lastnamegraduation year (Sample username: joe.student2024)*
- Password: *initialslast4ofsocial (Sample password: js1234)*
- If students have problems logging in, they should not create an account. Students should see Mrs. Moak in the library for assistance.

Step 2: Changing Your Profile

- When you login, your name will appear in the upper right corner of the screen.
- Click on your name, and it will bring you to your profile page.
- On the left-hand side of the screen under *Administration*, click on "*Edit Profile*."
- Change your email address to your ZCSB Student email address:
firstname.lastnamegraduationyear@zacharystudents.org
(*Example: joe.student2024@zacharystudents.org*)
- Once you are finished editing your profile, click "*Update Profile*" at the bottom of the screen.

Step 3: Enrolling in Your Classes

- Once you have successfully logged in, find your courses. Be sure to choose the correct teacher and course.
- When you click the course, Moodle will ask if you want to enroll in this course.
- Click Yes.

Online Discussion ETIQUETTE in Moodle:

Students must understand that Moodle is a virtual learning environment. It allows students to blog, chat, and interact with each other and their teachers through online discussions. There are rules the students must follow:

- Remember to treat each other with respect online as well as at school.
- Never attack or bully others while blogging or having online forum discussions. Personal attacks on others will lessen your own character and can cause problems that can easily be avoided.
- In online academic discussions, avoid using slang. This is an academic environment and your grammar must be reflective of how you are to write and speak at school or in any academic setting.
- Administration is notified if any unacceptable behaviors are used on the Moodle site.



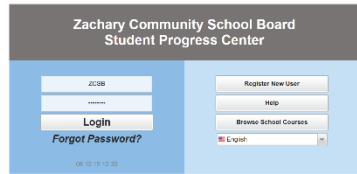
ZACHARY COMMUNITY SCHOOLS

Ed Gear Parent Command Center

<https://zachary.edgear.net/progress/>

About Parent Command Center

The Parent Command Center is a web-based portion of our JPAMS student information system that allows parents to login securely and view information about their child's attendance, discipline, class conduct, schedule, report cards, curriculum and assignment grades. To establish an account, parents are required to login to the Parent's Command Center and register as a new user. The required fields are Last Name and Social Security Number. This is the **PARENT'S LAST NAME** as reported to the school and the **LAST 5-DIGITS OF THE STUDENT'S SOCIAL SECURITY NUMBER**. After registering, parents will access information using their username and passwords.



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Register New User

Step 1: Verification

NOTE: All information below is asking for PARENT/GUARDIAN information, please enter all information about the PARENT/GUARDIAN registering the account. The PSN number will be provided by the student's school.

Cancel

Relationship:	<input type="text"/>	Required
Last Name:	<input type="text"/>	Required
First Name:	<input type="text"/>	
Middle Name:	<input type="text"/>	
PSN Number:	<input type="text"/>	Required
Street Address:	<input type="text"/>	
Address Line 2:	<input type="text"/>	APT, Lot, Suite
City:	<input type="text"/>	
State:	LA	
Zip:	<input type="text"/>	
<input type="button" value="Continue"/>		

Once logged in, parents may click on the tabs to access Attendance, Conduct, Discipline, Grades, Progress and Transcript information where applicable.

Current year grading period ending grades are show in the Grades tab.

Progress shows grades for assignments within the grading period.

Discipline is listed with the most recent transaction or referral first.

The program will not allow access to any students flagged not to display info on the web or any guardian flagged not to allow view student information.

SCHOOL FEES

- Consumable fee is \$20.00. This fee must be paid at orientation.
- Fee will include materials for in-class projects, consumable materials, student planner, materials for hands on science experiments, and an ID badge.
- Each grade level also has an additional supply list.
- Other charges may be assessed for special projects, programs, or field trips.

CAFETERIA

- Both breakfast (optional) and lunch are served daily.
- Children may bring their lunch to school with the understanding that it must be eaten in the cafeteria.
- Lunches from commercial establishments (McDonalds, Burger King, Taco Bell, etc.) are discouraged.
- Soft drinks in bottles or cans are not allowed in the cafeteria.
- Meals may not be charged. Students will not be allowed to participate in field trips or other extra-curricular activities if money is owed. Pre-payment for meals by the week, month, or year is recommended.
- You may pay the cafeteria directly. Send your check, made out to Zachary Community School Board Child Nutrition Program (ZCSB-CNP), with your child's full name in the "Memo" line. Place this payment in a sealed envelope with your student's name on the front, along with the amount enclosed and purpose. We prefer that you do not send cash to make lunch payments.
- Payments may also be made through MySchoolBucks.com. Setting up an account is free, and you may receive Low Balance Notifications to alert you via email or text when your child's account balance reaches a limit that you set.

STUDENT RECOGNITION AND POSITIVE AFFIRMATION PROGRAMS

Our students are honored for excellence in the classroom, conduct and work habits, service, personal growth, citizenship, attendance, extra-curricular participation and achievement.

1. **Honor Roll**: At the end of each nine weeks grading period, students are recognized for achieving As and Bs in academic subjects.
2. **PBIS**: Students are rewarded for making positive academic and life choices. Incentives are determined by the PBIS Committee, tracked via Class Dojo, and rewarded on a bi-weekly basis. Examples are "Crazy Sock Day", "Twin Day", "Crazy Hat Day", homework passes, and others.
3. **Colts Compliment** is a good note from staff members to students for displaying positive behaviors. When a student is deemed worthy, he gets a note for the Colts Compliment Box. On Fridays, notes are drawn, and those students get to select a prize.
4. **Awards Day**: Held at the conclusion of the school year - awards include - "A" and "A/B" Honor Roll for the year, Presidential Academic Awards, Most Improved, Zachary Kiwanis "Super BUGS", Perfect or Meritorious Attendance, Courtesy, Physical Fitness Achievement, Band, Choir, Orchestra, Beta Community Service, Accelerated Reader Awards, Athletics, and Principal's Award.
5. **"BUGS" Award**: The "Bringing Up Grades" awards are presented by the Zachary Kiwanis Club at the end of the 2nd, 3rd, and 4th nine weeks grading periods. The "Bringing Up Grades" program awards elementary school students for improvement in core subject areas from one grading period to the next.
6. **Riding Right**: Riding Right tickets are created to encourage model behavior on the school bus. Bus drivers distribute these tickets to students displaying positive behavior. As students receive these slips, they are to place it in the designated box near the front office. Each Friday, several names are drawn out of the box by the principal. Students selected receive a prize from the office.
7. **Star Students**: Each month each homeroom teacher selects a Star Student. The student pictures are displayed in the office. These students will also receive other recognitions at school. Students are selected based on achievement, attitude, character, or effort.
8. **Perfect Attendance**: students attending school **every day** of the school year (no more than 1 tardy or checkout)
9. **Meritorious Attendance**: students who miss **3 days or less** of the school year (no more than 3 tardies or checkouts)

Other School-Wide Programs

Accelerated Reader: Students have the opportunity to read Accelerated Reader books, take a quiz on the book, and earn points upon completion of the quiz. Incentives are given for accumulating AR points and meeting comprehension goals.

At the end of the school year, a special award is given to the top point earners in 5th and 6th grade.

Athletics: Sports offered include, but are not limited to: Basketball (5th/6th grade boys/girls), Cross-Country (5th/6th grade boys/girls), Volleyball (5th/6th grade girls), and Governor's Games team (5th/6th grade boys/girls)

Band: This course is designed to introduce students to different families of musical instruments and build self-discipline. After testing and discussion with the instructor, students can choose an instrument to play. Students must provide their own instrument. A method book for learning how to play the instrument is included in a band fee. Students are expected to perform in each concert given throughout the year and are expected to practice their assignments for 30 minutes every day.

Beta Club: New inductee criteria: Students, who have earned a 3.5 GPA using the grades from 3rd and 4th grade, are invited to become a part of the BETA club. Current members: Students must maintain their 3.5 GPA and must also exhibit outstanding character and self-discipline.

Choir: Choir is a year-long course designed to promote academic achievement through music analysis, evaluation, and performance. Students will participate in an ensemble, as well as have solo opportunities. They will build on their musicality and knowledge of music reading. There will be at least 2 concerts in which attendance is required. There is also a small fee to cover uniforms and music for the year. No prior experience is necessary to join choir.

Orchestra: Orchestra is a year - long course that instructs the instruments violin, viola, cello, double bass, and piano. Students are actively engaged in learning music theory, music history, and music performance. The curriculum is based on the *String Explorer* books. Students prepare for concerts throughout the year and focus on the technical aspects of their instrument.

Robotics: In this semester course, students take on the roles of mechanical engineers, computer scientists and electrical engineers. Students put knowledge into practice through lab settings where robots are created with teams.

Spanish: This course introduces students to the basic elements of the Spanish language. Emphasis is on the development of basic listening, speaking, reading, and writing skills.

Art: The art class course of study will focus on basic drawing skills as students are exposed to a variety of both two and three-dimensional materials and mediums. Students will explore various art techniques and will also have opportunities to write about and discuss their own works, and the works of others. **Due to the wide variety of art styles studied in art class, some content may contain nude sculptures and paintings created by the artists that will be discussed.**

Keyboarding: Keyboarding is a nine-weeks course designed to help students develop speed and accuracy by learning the touch operation of alphanumeric/keyboard characters.

Computer Lab - This course is designed to give students the skills required for basic computer use. Students are given a brief overview of basic computer concepts and are provided basic information on hardware, multimedia, networks and application software.

Talented Programs: The Zachary Community School District offers a Talented Arts Program for Kindergarten through 12th grade students who are identified as talented in music, theatre, and/or visual arts.

Positive Behavior Interventions and Support (PBIS) is a school-wide strategy for helping all students achieve important social and learning goals. We know that when good behavior and good teaching come together, our students will excel in their learning. Our Copper Mill Code defines our behavior expectations in our school. You will see these expectations posted throughout the school, and your child will be learning them during the first days of school. Please take an opportunity to talk with your child about the expectations at school and the importance of continuing to demonstrate the Copper Mill Code. With your continued support and involvement, Copper Mill Elementary will remain a school where students can excel.

Copper Mill Code

We will give our best.

We will operate with honesty.

We will act responsible.

We will honor others.

Settings and Expected Behaviors

The following chart shows the expectations along with what the particular behaviors should look like as students demonstrate the Copper Mill Code.

<i>Settings and Expected Behaviors</i>				
<i>Expectations: Copper Mill Code</i>	<i>We will give our best.</i>	<i>We will operate with honesty.</i>	<i>We will act responsibly.</i>	<i>We will honor others.</i>
<i>Cafeteria Expectations</i>	Use your 6-inch voice. Wait until seated to have conversations	Wait your turn to be dismissed.	Have your ID visible and ready. Leave your area clean. Use 1 pump of soap and 1 sheet of paper towel.	Keep your place in line. Respect the duty teachers, custodians, and cafeteria staff.
<i>Hallway Expectations</i>	Travel in a straight, quiet line.	Take care of business (restroom, etc.) with teacher permission only.	Move quickly and quietly in a straight line to your area. Stay on the right side of the hallway.	Be silent in the hallway. Respect the teacher.
<i>Court/ Playground Expectations</i>	Use playground equipment appropriately and safely.	Freeze when the whistle blows and wait to line up.	Keep hands, feet, and objects to yourself.	Share equipment with others. Respect the teachers. Respect all students on the playground
<i>Restroom Expectations</i>	Quickly enter and exit after using the restroom.	Use sinks and toilets appropriately. Get teacher permission in your planner.	Flush toilets, wash hands, and put trash in the garbage receptacles.	Be silent. Give privacy to all.
<i>Bus Area Expectations</i>	Face the front.	Sit in assigned seat.	Walk to and from the bus. Stay seated on the bus.	Obeys the bus driver. Keep hands, feet, and objects to yourself.
<i>Pond Expectations</i>	Stay on the sidewalk or in the classroom area. Follow the teacher's directions closely.	Enter/exit pond area and outdoor classroom only when a teacher is present.	Observe outdoor environment only. Look, don't touch. Do not leave waste behind. It will hurt the ecosystem.	Do not run on the deck. Do not push or shove while completing laps.
<i>Gym Expectations</i>	Enter and exit the gym quietly. Respect and keep the facility clean and neat.	Wait your turn to be dismissed. Sit in your assigned area.	Sit quietly in your assigned area. Read silently in the mornings.	Respect the teachers. Respect all students.

Students are rewarded with school-wide incentives for following the Copper Mill Code. This is tracked using Class DOJO. Students receive positive points for demonstrating the expected behaviors of the Copper Mill Code.

BUS PRIVILEGES

The privilege of riding the bus is conditional on proper behavior and observance of rules and regulations:

- Disciplinary problems or safety violations may result in loss of riding privileges.
- Major offenses will result in more severe punishment such as suspension/expulsion from school.
- All unacceptable behavior is reported to the administration.
- Any misbehavior on the bus, walking to or from the bus stop, or going to or returning from school, may result in temporary or permanent loss of bus riding privileges.
- A student can be removed immediately from a bus if he or she is disrespectful to the driver, fights, curses, or participates in any action on the bus that will endanger the safety and health of others.
- When a student is removed from the bus, transportation becomes the responsibility of the parent or guardian.
- In addition, students removed from the bus must be picked up in a timely manner. *Late pick-ups will result in a suspension from school for the remainder of the bus suspension or an extension of the current bus suspension.*

BUS RULES

1. Students must remain seated at all times.
2. Students must conduct themselves in a quiet, orderly manner.
3. Students must obey the bus driver.

For more specific rules, see Zachary Community Schools Rights and Responsibilities Handbook.

Students may be subject to the following consequences for minor offenses:

- 1st Offense: Student will be warned and counseled. The bus driver and a member of administration will contact parent/guardian.
- 2nd Offense: Student will be denied bus transportation for 1-2 days.
- 3rd Offense: Student will be denied bus transportation for 3-5 days.
- 4th Offense: Permanent suspension for the school year from all bus transportation.

FIRST STUDENT CONTACT INFORMATION

Address: 23280 Jacock Rd., Zachary, LA 70791

Phone: (225) 654-9729

DISCIPLINE

Good discipline is essential in any teaching situation. Every teacher is authorized to hold every pupil to a strict accountability for their conduct. Disorderly conduct in school, on the school playground, on the school bus, or traveling between school and home will not be tolerated.

Discipline is of vital importance to the educational structure. It is the training that develops self-control, character, orderliness, and efficiency. It is the key to good conduct and proper consideration for other people. With an understanding of the purposes of discipline in a school, a student will form a correct attitude toward it and not only do his part in making school an effective place of learning, but also develop the habit of self-restraint which will make him a better person.

In order to guarantee all students at Copper Mill Elementary an excellent learning climate, students are expected to follow school and class rules. The following code of conduct has been adopted by the faculty. Specific classroom rules and consequences (both positive and negative) will be determined by the classroom teacher.

The **Copper Mill Code of Conduct** is:

- We will give our best.
- We will operate with honesty.
- We will honor others.
- We will act responsibly.

In order to encourage appropriate behavior and ensure the safety of all students, those children with three or more disciplinary referrals in a semester will not be allowed to participate in special activities. These activities include, but are not limited to, field trips, programs, parties, and clubs.

The administrative staff may prohibit students from attending school-based activities for the following reasons:

- Chronic disruptive behavior.
- One or more suspensions or assignments to Character Class.
- Excessive tardiness.
- Excessive incidents of no homework turned in.
- Excessive incidents of not doing class work.

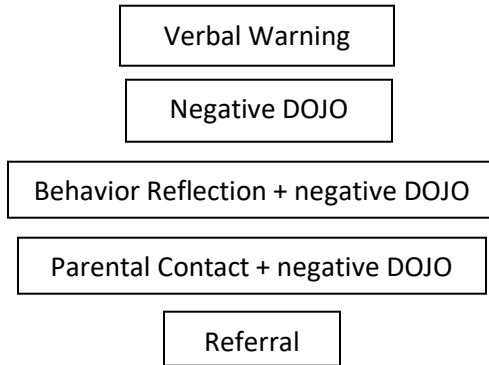
STUDENTS MAY NOT HAVE TOYS AND ELECTRONIC DEVICES (CELL PHONES, BEEPERS, IPODS, ETC.) ON SCHOOL PROPERTY OR ON THE SCHOOL BUS.

Students will follow the ladder of discipline in the classroom for disruptive behaviors. All other behaviors will follow the Copper Mill Elementary School Discipline Policies.

** Other infractions and consequences are described in the Zachary Community School System's Student Rights and Responsibilities Handbook.*

Copper Mill Elementary School Discipline Policies

Ladder of Discipline



Assault/Battery

(Assault: threat, wherein the person receiving the threat under ordinary reasonable standards may perceive the danger of bodily harm. Battery: The unlawful and unwanted touching or striking of one person by another, with the intention of bringing about a harmful or offensive contact.)

Assault/Battery of School Personnel

- 1st Occurrence – Recommended expulsion.

Assault/Battery of Student

- 1st Occurrence – Short-term suspension
- 2nd Occurrence- Long-term suspension
- 3rd Occurrence- Recommended expulsion

Bullying/Harassing Classmates (Bullying: Repeated negative behaviors intended to frighten or cause discomfort. Harassing: May be verbal, physical, or suggested.)

- Refer to the Zachary Community School District Student Rights and Responsibilities Handbook. The District policy regarding bullying can also be found at www.zacharyschools.org

Bus Rules Violations

- 1st Occurrence – Student will be warned and counseled. The bus driver and a member of administration will contact parent/guardian.

- 2nd Occurrence – Student will be denied bus transportation for 1-2 days. Parent/guardian notified by Administration.
- 3rd Occurrence – Student will be denied bus transportation for 3-5 days. Parent/guardian notified.
- 4th Occurrence – Permanent suspension from the school bus for the remainder of the semester/ school year.
- Major disturbances on the bus could result in more serious consequences such as suspension/expulsion from school and/or denied bus transportation for the remainder of the semester/school year.

Cell phones, cameras, iPods, and all other electronics (These are not allowed on campus or the bus. Days assigned will be determined by the Administrator. This will not follow the ladder of discipline.)

- 1st Occurrence – Wednesday After School Detention
- Additional Occurrences – Short/Long Term Suspension.
- Device will be returned to Parent/Guardian only. Chronic violation of cell phone policy will result in school holding the phone until the end of the semester.
- Major disturbance: any student videoing and/or taking pictures will automatically be suspended or assigned to Discipline Center for each offense.

Cheating/Dishonesty (Cheating on assessments will result in a failing grade on each assessment.)

Minor disturbances, such as copying homework and classwork, will follow the ladder of discipline for the classroom.

Major disturbances, including cheating on assessments:

- 1st Occurrence – Wed. After School Detention
- 2nd Occurrence – 2 days Character Class
- 3rd Occurrence – 4 days Discipline Center/ISS

Computer/Technology Abuse (Any use of the computer or school-provided technology that adversely affects its operation in pursuit of teaching and learning or results in illegal or inappropriate activities. Any abuse of computer or technology may result in loss of technology usage.)

- 1st Occurrence – CAT Room
- Second Occurrence – 1 day Discipline Center/ISS
- Third Occurrence – 2 days Discipline Center/ISS

Computer/Technology Misuse

- Any use of the Internet/computer that adversely affects teaching and learning or results in illegal or inappropriate activities.
- Any Occurrence – Consequences may vary from warning to expulsion.

Cutting Class/Being in a Location Without Permission

- 1st Occurrence – Wednesday ASD
- 2nd Occurrence – Two days CAT
- 3rd Occurrence and thereafter – Two days Discipline Center/ISS

Cutting School

- 1st Occurrence – 3 Days Discipline Center or ISS
- 2nd Occurrence – 5 Days Discipline Center or ISS
- 3rd Occurrence – Long-term Suspension

Deliberate Acts Which Cause Bleeding, Puncture, or Injury to Others

- 1st Occurrence – Three days Discipline Center/ISS
- 2nd Occurrence – Five days Discipline Center/ISS
- 3rd Occurrence – Recommended Expulsion

Deliberate Destruction of School Property and/or Personal Property on School Grounds or During School Activities at Any Time

Minor disturbances (destruction of school property valued \$75 or less) will be dealt with as follows:

- 1st Occurrence – CAT Room
- Second Occurrence – 1 day Discipline Center/ISS
- Third Occurrence– 2 days Discipline Center/ISS

Major disturbances (destruction of school property valued \$75 or more) will be dealt with as follows:

- 1st Occurrence – CAT Room
- Second Occurrence – 1 day Discipline Center/ISS
- Third Occurrence– 2 days Discipline Center/ISS

Disrespect: Minor (Verbally or Non-verbally) (Talking back in a normal voice or under the breath, rolling the eyes, etc.)

- 1st Occurrence – 1 day CAT Room
- 2nd Occurrence – Three days CAT Room
- 3rd Occurrence – Two days ISS or Discipline Center
- 4th Occurrence – Four days ISS or Discipline Center
- 5th Occurrence – Recommended Long-Term Suspension
- 6th Occurrence – Recommended Expulsion

Disrespect: Major (Confrontation; Profanity toward a staff member, calling a teacher a name, direct refusal to obey, verbal aggression toward a school staff member, inappropriate disrespectful comment directed toward teacher, or inappropriate gesture directed at teacher, etc. Major disrespect directed toward the administration could result in indefinite suspension pending an expulsion hearing.

- 1st Occurrence – Short term suspension (2-9 days)

- 2nd Occurrence – Short term suspension or Long term suspension
- 3rd Occurrence – Long-term suspension
- 4th Occurrence – Recommended expulsion

Disturbance in Class (Any act that prevents a teacher from carrying out his/her planned lesson.)

- 1st Occurrence - 1 day CAT
- 2nd Occurrence -3 days CAT
- 3rd Occurrence – 2 days ISS or DC
- 4th Occurrence – 4 days ISS or DC
- 5th Occurrence- Recommend Long-Term Suspension
- 6th Occurrence – Recommend Expulsion

Extortion/Intimidation (The deliberate act of one student threatening or forcing another student to give up personal possessions.)

- 1st Occurrence – Three Days Discipline Center/ISS
- 2nd Occurrence – Long-term Suspension
- 3rd Occurrence – Recommended Expulsion

Forgery of Administrator's, Teacher's or Parent's Name to a School Document or Note

- Any Occurrence – 1 day CAT

Fighting: (one on one) Students instigating, initiating, escalating, or participating in a fight will be dealt with in the same manner. Results of investigations shall determine the disciplinary actions for each student in a situation involving fighting.

- 1st Occurrence – Three to Five days Discipline Center/ISS
- 2nd Occurrence – Five to Nine days Discipline Center/ISS
- 3rd Occurrence – Long Term Suspension
- 4th Occurrence – Recommended expulsion

In the event of a fight where two or more students fight another student, the additional students involved will be recommended for expulsion. Counseling will be facilitated upon returning to school.

Gambling/Selling – The playing of games of chance for money or objects of value; wagering or betting; selling any items for personal profit

- Any occurrence – short term assignment to CAT

Habitual Violations of Classroom/School Rules/ Excessive Negative DOJO marks (These infractions may ideally be handled by the supervising teacher. These may include but not limited to eating and/or chewing gum, reporting to class without needed materials, writing/sending notes during instructional time, sitting in desk inappropriately, leaving the

desk without permission, horseplay, excessive loudness, disobedience, lying, possession of inappropriate articles at school, etc.) Please note that students receiving 13 more negative dojos within a two-week period will receive a major referral.

- 1st Occurrence – 1day CAT
- 2nd Occurrence – 3 days CAT
- 3rd Occurrence – 2 days ISS or DC
- 4th Occurrence – 4 days ISS or DC
- 5th Occurrence – Long term suspension to be determined by Administrator

Indecent Behavior/ Pornographic Material/Molesting Student/Sexual Harassment (Sexual Harassment includes exposing private body parts, making sexual or obscene gestures with body parts, verbal or written sexual remarks, comments, jokes, slurs, or gestures of a sexual nature, touching students in private areas, visual harassment such as derogatory or offensive posters, cards, graffiti, drawings, looks, or gestures. Sexual Harassment includes unwelcome sexual advances, requests for sexual favors, etc.–Indecent behavior includes socially unacceptable behavior that is morally offensive.)

- Any Occurrence – Three days Discipline Center/ISS to expulsion recommendation depending on the severity of the offense.

Obscenity, Profanity, Racial Slurs

- 1st Occurrence – 1-2 days CAT
- 2nd Occurrence – 3 days CAT
- 3rd Occurrence – 2 days Discipline Center/ISS
- 4th Occurrence – 5 days Discipline Center/ISS
- 5th Occurrence – Long term suspension

Leaving Campus Without Permission

- 1st Occurrence – Two days Discipline Center/ISS
- 2nd Occurrence – Five days Discipline Center/ISS
- 3rd Occurrence – Long-term Suspension

Possession of Unauthorized Medication (all medications, including but not limited to, ibuprofen, antibiotics, **cough drops**, and over-the counter medications, are not allowed in the possession of students.)

- 1st occurrence - parent called and medication held for parent pick up
- 2nd occurrence- 2 days CAT

Possession or Use of a Dangerous Weapon (A weapon is defined as any object which, under the circumstances, may be used to inflict serious bodily injury or damage to property.)

- Any Occurrence – Recommended expulsion

Possession or Use of Explosive Devices/Fireworks, and/or Ammunition and/or Look-Alike Devices

- Any Occurrence – Recommended Expulsion

Pushing/Shoving/Bodily Contact/Horseplay

- 1st Occurrence – One Day CAT
- 2nd Occurrence – Three Days CAT
- 3rd Occurrence – Two Days Discipline Center/ISS
- 4th Occurrence – Four Days Discipline Center/ISS

Public Display of Affection

- 1st Occurrence – Wednesday After-School Detention
- 2nd Occurrence and Thereafter- Short term ISS or DC

Smoking, Chewing, and/or Possession of Tobacco Products (including matches/lighters, vaping)

- 1st Occurrence – Short term suspension
- 2nd Occurrence and Thereafter – Recommended Expulsion

Stealing (Includes Possession of Stolen Goods with Knowledge)

- Any occurrence – Two days CAT to indefinite suspension until satisfactory restitution or restitution agreement has been made.

Tampering or Destroying School Records, Roll Books, or School Property

- Any Occurrence – recommended expulsion

Tampering With Fire Alarms or Causing a False Alarm of Fire

- 1st Occurrence – Short-term suspension (2-9 days)
- 2nd Occurrence – Recommend expulsion

Threatening Student(s)

- Any Occurrence – Consequences may vary from short-term suspension to expulsion recommendation. Results of investigations shall determine the disciplinary actions for each student.

Threatening Administrator, Faculty, or School Personnel

- Any Occurrence – Long-term suspension or recommended expulsion depending on the nature of the threat.

Willful Disobedience (Purposeful/defiant repeated behavior, which has been specially addressed.)

- 1st Occurrence – 1 day CAT
- 2nd Occurrence – 3 days CAT
- 3rd Occurrence – 2 days ISS or DC
- 4th Occurrence – 4 days ISS or DC

- 5th Occurrence – Recommend Long-Term Suspension
- 6th Occurrence – Recommend expulsion

Alcohol and Drug Offenses

- A. Possession of prescription/non-prescription medication without evidence of a prescription or a physician's order on file at school- short-term suspension, long-term suspension or recommended expulsion.
- B. Distribution of medication, including non-prescription medication, or possession of same with intent to distribute - recommended expulsion.
- C. Use, distribution, or possession with intent to distribute alcohol, nitrate based inhalants and/or any other inhalants injurious to the health and well-being of students - recommended expulsion.
- D. Distribution of any substance that is falsely represented to be an illegal drug or a counterfeit illegal drug, or possession of same with intent to distribute - recommended expulsion.
- E. Under the influence of alcohol or drugs - short-term suspension and counseling.
- F. Possession of, or knowledge of and intentional distribution of, or possession with intent to distribute any illegal narcotic, drug, or other controlled substance on school property, on a school bus, or at a school event recommended expulsion for a minimum of 2 complete semesters

BULLYING

Please refer to the *Zachary Community School District Student Rights and Responsibilities Handbook*. The district policy regarding bullying can also be found at www.zacharyschools.org .

SCHOOL-WIDE DISCIPLINE PLAN

Effective school-wide discipline needs participation and cooperation from parents, students, teachers, and the administration. The following corrective actions are utilized to reinforce school and classroom expectations. This plan is initiated when attempts to correct inappropriate student behavior by negative consequences (parental contact, team conferences, or negative Dojo marks, etc.) or positive acknowledgment of suitable behavior (Class Dojo, class incentives, Purple Box tickets, etc.) have failed. *This plan excludes Zero Tolerance offenses.*

CHARACTER CLASS

Students who have committed a minor infraction may be assigned to Character Action Training (CAT).

- The Character Class is a self-contained program that is an extension of the regular classroom.
- Students assigned to Character Class receive instruction on proper character and are allowed to complete class assignments.

AFTER SCHOOL DETENTION

The goal of after school detention is to provide an alternative to students in lieu of assignment to Character Class, where the student would miss classroom instructional time under the direction of their regular teacher.

- After-school detention will be held at Copper Mill Elementary from 2:55-4:15 P.M. on Wednesday afternoons, on an as-needed basis.
- After-school detention will be conducted under the supervision of school personnel.
- No rescheduling will be allowed; no excuses or tardies will be permitted.
- Any student who is removed from after-school detention for failure to follow procedure, or any other reason in the determination of the administration, will result in the student serving in-school suspension.

Offenses leading to assignment to after-school detention include, but are not limited to, the following:

- Refusal to follow teacher directives (i.e.- Willful Disobedience) in the classroom.
- Failure to perform assigned classwork (Work Habits).
- Missed homework assignments (3 assignments for the same teacher in a 9-week period)
- Excessive Tardiness (3 unexcused tardies per nine-week period).
- Excessive Dress Code Violations (3 per nine-week period)

RECESS DETENTION

Students who have committed minor infractions may also be assigned to recess detention.

- Recess detention is held during the student's lunch/recess shift.
- Recess detention may be assigned directly by school personnel.
- It may be assigned in instances where a student is not following school procedures outside of the classroom, such as the cafeteria, hallway, restroom, or playground.

STUDENT DRESS CODE AND UNIFORM POLICY (PK-6)

The uniform policy is district wide and can be found in the district pages of this handbook.

Dress Code Violations:

Students whose grooming or clothing that is deemed as inappropriate by the school administration or which may cause distractions to the learning environment will be sent to the Character Action Training room and allowed to call home in order to make the proper adjustments and receive a uniform infraction.

- Three uniform infractions in a grading period will result in grade appropriate disciplinary action.

FREE DRESS DAYS

- Student ID badges must be worn throughout the day.
- Belts must be worn properly around the waist. Sagging pants are not allowed.
- Students **MAY NOT** wear any of the following items:
 - **NO** backless, strapless or sleeveless shirts
 - **NO** halter tops, tank tops, or belly shirts
 - **NO** plain white T-shirts; shirts with inappropriate words, slogans or pictures
 - **NO** pajamas or see-through items of any kind
 - **NO** excessively tight or excessively loose items
 - **NO** slippers, sandals, backless shoes or high heels
 - **NO** skirts that are more than 3 inches above the knee, wind pants, sweatpants or warm-ups
 - **NO** headgear of any kind, including hats, caps, skull caps, headbands or bandannas

The final interpretation of the “Free Dress” day code will be at the discretion of the administrators as to whether or not the infraction will impair the learning environment.

STUDENT IDENTIFICATION CARDS

- All students will be required to wear a student identification card. This card serves as school, library, and lunch identification.
- Replacement cost of the student ID cards is \$3.00.
- Temporary ID cost is \$1.00. It is the student's responsibility to notify the homeroom teacher in order to purchase a temporary ID.
- A student will be unable to enter class without an ID card.
- Only CME-issued lanyards and ID covers should be worn.

SCHOOL IMPROVEMENT TEAM (S.I.T.)

The school shall establish a School Improvement Team to serve in an advisory capacity to the school principal and to assist in the development of the education program and in the preparation and evaluation of the school improvement plan.

Composition of School Improvement Team:

Team members shall include the school principal and a balance of teachers, education support employees, students, parents, business and community representatives.

Copper Mill Elementary Parental Involvement Policy

2019-2020

*The **2019-2020** Title I district parental involvement policy, Title I school level parental involvement policies, and Title I school level compacts **will remain in effect** for the **2020-2021** school year. This decision is based on the effects of COVID-19. If changes are needed for the 2020-2021 school year, parental input will be requested, and the necessary adjustments will be made to the policies and compacts.

PART I. GENERAL EXPECTATIONS

Copper Mill Elementary School agrees to implement the following statutory requirements:

- Consistent with section 1118, the school will work to ensure that the required school level parental involvement policies meet the requirements of section 1118 of the ESEA, and each include, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- Schools will notify parents of the policy in an understandable and uniform format and, to the extent practicable, in a language the parents can understand. The policy will be made available to the local community and updated periodically to meet the changing needs of parents and the school.
- In carrying out the Title I, Part A, parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and including alternative

formats upon request and, to the extent practicable, in language parents understand.

- If the school-wide program plan for Title I, Part A, developed under section 1114(b) of the ESEA, is not satisfactory to the parents of participating children, the school will submit any parent comments with the plan when the school submits the plan to the local educational agency (school district).
- The school will involve the parents of children served in Title I, Part A schools in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent, and will ensure that not less than 95 percent of the 1 percent reserved goes directly to the schools.
- The school will build its own and the parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement.
- The school will provide other reasonable support for parental involvement activities under section 1118 of the ESEA as the parents may request.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities, and procedures in accordance with this definition:
 - *Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—*

(A) that parents play an integral role in assisting their child's learning;

(B) that parents are encouraged to be actively involved in their child's education at school;

(C) that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;

(D) the carrying out of other activities, such as those described in section 1118 of the ESEA.

PART II. DESCRIPTION OF HOW SCHOOLS WILL IMPLEMENT REQUIRED SCHOOL PARENTAL INVOLVEMENT POLICY COMPONENTS

Copper Mill Elementary School will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1118 of the ESEA:

- Questionnaire (online and paper survey)
- School Improvement Team with parent members and community members

Copper Mill Elementary School will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:

- Questionnaire (online and paper)
- School Improvement Team with parent members and community members

Copper Mill Elementary School will hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a time convenient for parents and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite all parents of children participating in Title I, Part A programs to Fall Orientation and Open House, and will encourage them to attend, by:

- Holding AM and PM meetings/activities for parent participation
- Providing student incentives for parent participation
- Publishing in newsletter and summer mailout

Copper Mill Elementary School will provide parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet by:

- Posting information on district website
- Communicating information at parent /teacher conferences
- Pupil progression discussion topic on conference forms

Copper Mill Elementary School will at the request of parents, provide opportunities for regular meetings for parents to formulate suggestions and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible by:

- Analysis of feedback and implementation of ideas
- Communication in a variety of ways (i.e., verbal, electronic/digital, written)
- Parent/teacher conferences

Copper Mill Elementary School will provide each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading by:

- Mailing state assessment scores with the parent interpretation guide to the students' registered address

Copper Mill Elementary School will take the following actions to provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulations (67 Fed. Reg. 71710, December 2, 2002) by:

- District approved letter sent home

Copper Mill Elementary School will provide assistance to parents of children served by the school, as appropriate, in understanding topics by undertaking the actions described in this paragraph --

- o the state's academic content standards,
- o the state's student academic achievement standards,
- o the state and local academic assessments including alternate assessments,

- o the requirements of Part A,
- o how to monitor their child's progress, and
- o how to work with educators:

- mail state assessment scores with the parent interpretation guide to the students' registered address
- reference standards on classroom handouts
- Parent Command Center (WebPams)
- LEAP Parent Workshops (ELA and Math) – offered multiple times per year for maximal participation
- Other parent workshops
- Ways To Help At Home pamphlet
- Moodle
- Class DOJO
- Mid nine weeks progress reports
- Nine weeks report cards mailed

Copper Mill Elementary School will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training and using technology, as appropriate, to foster parental involvement, by:

- Content related parent workshops
- Math Nights
- Composition Café
- Technology Nights
- ZEPTO sponsored events
- Parent link on the school's website
- Parent resource section of school library
- Summer reading material with parent guide of ways to help at home
- Ways To Help At Home pamphlet

Copper Mill Elementary School will, with the assistance of its parents, educate its teachers, pupil services personnel, principals and other staff in how to reach out to, communicate with, and work with parents as equal partners in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:

- Parent survey results shared with teachers

- ZEPTO meetings/events
- Parent link on the school's website
- Volunteering at school
- School newsletters
- School website
- Social media

Copper Mill Elementary School will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, public preschool, and other programs. The school will also conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by:

- Parent resource section of school library
- School handbook
- Parental involvement policy
- Ways To Help At Home Pamphlet

Copper Mill Elementary School will take the following actions to ensure that information related to the school and parent-programs, meetings, and other activities is sent to parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:

- Print and electronic copies of student handbook and other information
- Information related to school and parent programs, meetings, and other activities is sent to parents through school newsletters, social media, and the school's website

PART III. ADOPTION

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by School Improvement Team minutes.

This policy was adopted by the Copper Mill Elementary School and will be in effect for the period of 2020-2021 school year.

The school will distribute this policy to all parents of participating Title I, Part A children on or before September 1, 2019.

Angela Cassard, Principal

SCHOOL-PARENT COMPACT

What is a School-Parent Compact?

A *School-Parent Compact for Achievement* is an agreement that parents, students and teachers develop together. It explains how parents and teachers will work together to make sure all our students reach or exceed grade-level standards.

- Link to goals of the school improvement plan
- Focus on student learning skills
- Describe how teachers will help students develop those skills using high-quality curriculum and effective instruction in a safe and supportive learning environment
- Share strategies parents can use at home
- Explain how teachers and parents will communicate about student progress
- Describe opportunities for parents to volunteer, observe, and participate in the classroom

SIX TYPES OF PARENT ENGAGEMENT

- PARENTING
- COMMUNICATING
- VOLUNTEERING
- LEARNING AT HOME
- DECISION MAKING
- COLLABORATING

The parents, students and staff of Copper Mill Elementary School developed this School-Parent Compact for achievement. Teachers suggested home learning strategies, parents added ideas and students told us what would help them learn. Meetings are held each year to review the Compact and make changes based on student needs.

Parents can contribute comments any time.

If you would like to volunteer or participate on committees, please contact

angela.cassard@zachsayschools.org

225-658-1288

SCHOOL-WIDE

Activities to Build Partnerships

- Zachary's Elementary Parent/Teacher Organization (ZEPTO)
- Parents to volunteer and be involved in school activities
- Parents to provide home support for their student's education
- Parents to participate in school decision making
- Effective communication between school and parents
- Parents to participate in school programs (Awards Program, Parent lunch, parent workshops)

Communication about Student Learning

Copper Mill Elementary School is committed to regular two-way communication with families about children's learning. Some of the ways parents and teachers communicate all year are:

- Parent/teacher conferences
- School website
- www.coppermillelementary.org
- Social media (Facebook)
- Moodle
- Parent Command Center
- Class DOJO
- Remind (code: @copperm)
- School newsletters
- Mid nine weeks progress reports
- Report cards each nine weeks

ZCSD Parental and Community Involvement

The Zachary Community School District will maintain a welcoming atmosphere by fostering a strong partnership with parents and community members that promotes transparency, encourages the open sharing of ideas, and helps propel the school system to higher levels of engagement and achievement.

SCHOOL-PARENT COMPACT

2020-2021



Copper Mill Elementary School

1300 Independence Blvd.
Zachary, LA 70791
Office: 225-658-1288
fax: 225-658-1298

Copper Mill Elementary-Parent Compact

Student Achievement Goals

ZCSD Principles

- Provide a high quality, well-rounded educational experience for all students that is rigorous, diverse, and engaging.
- Prepare students for post-secondary educational opportunities, careers, and participation in a globally competitive society.
- Strengthen productive partnerships for education.
- Provide employees and students with safe, efficient, and functional environments.
- Maximize organizational efficiency and productivity in the pursuit of the district's mission.

Academic Goal:

Increase school performance score based on the new SPS formula

Objectives:

Increase proficiency on state LEAP 2025 assessment in the areas of ELA, Math, Science, and Social Studies
Increase the number of students meeting their growth target for the 2019-2020 school year

Teachers, Parents, and Students: Building Partnerships

In the Classroom

The 5th and 6th grade team will work with students and their families to support students' success in the Louisiana State Standards.

Some of our key connections with families will be:

- Provide an environment that allows for positive communication between the teacher, parent, and student
- Have high expectations and help every child to develop a love of learning.
- Communicate regularly with families about student progress.
- Provide meaningful daily homework assignments to reinforce and extend learning.
- Respect the school, students, and families

At Home

Here are some ideas of how families can support students' success:

- See that my child is punctual and attends school regularly.
- Support the school in its effort to maintain proper discipline.
- Establish a time for homework and review it regularly.
- Read to my child or encourage my child to read daily.
- Regularly monitor my child's progress in school.
- Participate at school in activities such as school decision-making, volunteering, and/or attending parent/teacher conferences.
- Respect school, staff, students, and families

Copper Mill Elementary School students join staff and parents in working to succeed in school

to reach their academic targets by:

- Coming to school ready to learn and work hard.
- Bringing necessary materials, completed assignments, and homework.
- Knowing and following school and class rules.
- Communicating regularly with my parents and teachers about school experiences so that they can help me to be successful.
- Respecting the school, classmates, and self

ZCSD Vision: The Zachary Community School System is recognized as a model of excellence serving all citizens.
ZCSD Mission: The mission of the Zachary School Board is to assist every student in reaching his or her maximum potential through high-quality instruction and good stewardship of community resources.

School Vision: CME will be a model of excellence serving all citizens.
School Mission: Copper Mill elementary will assist every student in reaching his or her maximum potential.

Copper Mill Elementary-Parent Compact

Northwestern Middle School



2020-21

Making a Difference

Student Name _____

NORTHWESTERN MIDDLE SCHOOL
5200 E. Central Ave. • Zachary, LA 70791
(225) 654-9201 • Fax (225) 658-2025 •

August 2020

Dear Students and Parents,

Welcome to Northwestern Middle School. On behalf of our outstanding faculty and staff, I extend our best wishes to you for a successful 2020-2021 school year.

This handbook provides you with specific, detailed information concerning school policies and procedures. Students will be expected to follow the set policy as spelled out in this book.

Our staff believes that every child has learning value and worth. Students learn best in an atmosphere of warmth and caring, free of the fear of criticism for making mistakes. An atmosphere where orderliness, well understood routines and clearly defined limits are an ongoing part of their daily lives.

Through the team effort of our parents, community, students, and staff, we will offer our students a highly successful learning experience.

Debby Brian
Principal

Office Staff

Debby Brian – Principal
Rebecca Brian- Asst. Principal
Esther Watson – Asst. Principal
Martin Poche – Dean of Students
Alison Moore – Guidance Clerk

Michael Daigre- TOR Moderator
Wytika Beard – School Counselor
Patty Davis – Attendance Clerk
Cindie Coghlan – Secretary

NORTHWESTERN MIDDLE SCHOOL MISSION STATEMENT

Northwestern Middle School is dedicated to creating a community of learning to ensure the success of all students. Through the cooperative efforts of the parents, the community and the school, we are committed to affording every middle school student the opportunity to succeed. The Northwestern Middle School learning environment is characterized by:

- (1) A positive, professional, caring attitude toward students as demonstrated by administrators, faculty, and staff members
- (2) A curriculum that is comprehensive and flexible enough to meet the varied abilities and diverse needs of the individual student and ensure adequate preparation for a lifetime of maximum achievement
- (3) Demonstration of mutual respect while maintaining an open line of communication and interaction among administrators, faculty, staff, students, parents, and community.
- (4) The promotion of exemplary citizenship through high expectations regarding behavior. Effective disciplinary guidelines have been established and will be consistently enforced resulting in a safer, more productive learning environment.

ARRIVAL AND DEPARTURE

6:50 a.m. Carpool Drop Off Begins
7:05 a.m. Tardy Bell & 1st Hour Begins
1:45 p.m. Checkouts End
2:05 End of School
2:20 Carpool Pick Up Ends

REPORT CARDS AND PROGRESS REPORTS

Students receive a **REPORT CARD** four times a year at the end of each 9-week period. They receive a **PROGRESS REPORT** four times a year at the midway point of each 9- week period (4 1/2 weeks). Report cards will be mailed several days after the reporting period, while progress reports will be sent home with students. 7th, and 8th graders will have papers sent home per parent request.

Progress Report #1.....	9/10/2020
Report Card 1st Nine Weeks.....	10/9/2020
Progress Report # 2.....	11/11/2020
Report Card 2nd Nine Weeks.....	1/6/2021
Progress Report #3.....	2/10/2021
Report Card 3rd Nine Weeks.....	3/12/2021
Progress Report #4.....	4/14/2021
Report Card 4th Nine Weeks (Mailed).....	5/25/2021

Zachary Community School System grading scale is:

Scale	Grade	Quality Points
93-100	A	4
85-92	B	3
75-84	C	2
67-74	D	1
0-66	F	0

Please note: Courses taken for high school credit will be graded on a 10 point scale. Information on high school credit courses is available in the Pupil Progression Plan.

EXAMS

Exams are given at the end of the 1st and 2nd semester. Exams do not count for more than one test grade. Students will not be allowed to test early.

EXEMPTIONS

Students meeting certain academic and attendance criteria will be eligible for exemption from final exams. No exemptions are granted for 1st Semester exams. Exemptions are a privilege and may be revoked at any time. See below for criteria.

- Straight A's and B's all year - report card
- All textbooks and library books have been returned and paid for if lost
- All lunch money has been paid
- All other school debts have been paid
- Teachers will give out exemption notices
- Completion of all projects, study guides and assignments

GENERAL RULES AND POLICIES OF NORTHWESTERN MIDDLE SCHOOL

PERSONAL SAFETY GUIDELINES

In the event a student feels that an individual is a threat to the safety and well being of others, we encourage him/her to report this individual to a person in authority (teacher, administrator, staff, office, etc.).

Each student must follow these instructions:

- Report all “strangers” or people who should not be on campus immediately (no pass needed) to the main office.
- Be alert to people acting suspiciously and note how they are dressed so that they may be described in the event a problem arises.
- Large sums of money and/or expensive items (expensive watches, jewelry, computers, cellphones, etc.) are not to be brought to school. The school shall not be the guardian of these items.
- Report all missing items immediately to a teacher, a coach, or administrator. Make every effort to do so before class is dismissed if possible.

EMERGENCY FORMS: CHANGE OF ADDRESS/PHONE

It is imperative that the school be able to reach the parent or guardian at anytime during school hours in case of an emergency and/or a discipline situation. Contact the school office and send a note to your child’s home-room teacher with change of address, new telephone numbers, persons authorized to pick up your child, etc. Keep your child’s Emergency Card current. **ALL STUDENTS MUST TURN IN AN EMERGENCY CARD!**

This information could save your child’s life during an emergency. Persistent problems in reaching parents will result in the Office of Child Welfare and Attendance being contacted.

FIRE DRILLS

An emergency evacuation map is posted in each classroom. Students should study the plan and become familiar with it. When the fire alarm is sounded, students are to walk quickly and quietly while leaving the building. Students are to stay with their teachers and await further instructions. If students are in the library during evacuation, they should exit and stay with the librarian.

HOMEWORK POLICY

Homework is an integral part of the educational process. The following guidelines are followed:

1. Homework is given to reinforce skills taught in the classroom.
2. Homework is tailored to the instructional level of each student.
3. Homework is used to foster responsible work-study habits.
4. Homework is used to compute final grades.
5. Homework is to be turned in as directed by the teacher.

A student absent for two days or less is responsible for getting their assignments from a reliable classmate. Parents may contact the counselor to arrange for homework for students missing three or more consecutive days.

Students will be held accountable for not completing or not turning in homework.

The purpose of these consequences is to instill the importance of completing homework. The reinforcement of material taught during the school day is vital to academic success.

AFTER SCHOOL ACTIVITIES

Students are not allowed to loiter in the school building or on school campus after 2:20. Students involved in extracurricular activities are not allowed in the building after school hours unless accompanied by their sponsor.

Students attending after school activities should arrange for transportation to and from the event before arriving on campus. Any student who is not picked up in a timely manner at the conclusion of an event or activity may lose the privilege of attending after school activities for the remainder of the school year.

STUDENT INSURANCE

Student insurance is available at no cost to parents. If students are covered under a family policy, expenses incurred will be paid according to the school insurance policy schedule of benefits in addition to the insured's primary insurance. After benefits by the family policy have been paid, the school insurance will pay towards the expenses at the usual and customary rate for our area but may not cover the entire expense.

Students who are not insured through a family policy or medical card will be insured for school hours. Medical expenses will be paid at a usual and customary rate for our area but may not cover the entire expense.

BUS PRIVILEGE

The privilege of riding the bus is conditional on proper behavior and observance of rules and regulations. Behavior on the school bus that is detrimental to health and safety may result in bus privileges being denied.

BUS PASSES
WALKER
PASSES

A written note from parents is required when students need to ride a different bus or walk to a different location. (ex. The Crossing) This note should be signed by one of the administrators and presented to the driver at boarding time.

HALL PASS

Students are not allowed to leave class except for matters of extreme importance. When a student is permitted to leave class, he/she must be provided with a written hall pass signed by the teacher showing the date, student's name, where he/she is authorized to go, the time, and the teacher's signature. Any time a student is in the hall he/she must have a pass.

ASSIGNMENT BOOKS

This assignment book serves as a handbook, student planner, and hall pass. Students must have their assignment books daily. Students will not be allowed to leave class without the hall pass portion of the assignment book signed by a teacher. Replacement assignment books can be purchased for \$3.

CAFETERIA

BREAKFAST /LUNCH PROGRAM – OPTIONAL

All students have the option of eating in the cafeteria or bringing a lunch. Students who were approved for free or reduced price meals **MUST** apply at the beginning of each school year in order for benefits to continue. Students must follow school and cafeteria rules or breakfast privileges will be denied. Students are allowed to charge up to \$10.00 on their lunch accounts. Students without a current balance will be allowed to call home for lunch money or a lunch.

****Free and reduced lunch does not cover the cost of additional items such as cookies, bottled water, etc. Students must pay cash for additional items.**

Breakfast & lunches **MUST** be paid for by the week, month, or semester.

Students may charge up to \$10.00

Lunches from home may not be purchased from a commercial establishment (McDonald's) nor can they include canned/bottled drinks or candy.

STUDENT FEE AND MATERIALS FEE

In order for students to receive a quality education at NMS, they must have the necessary materials, supplies, and textbooks. NMS has imposed minimum fees to help offset special costs incurred in the operation of our school. We feel strongly that prioritizing where money is spent is critical to the overall education of our students: therefore, the staff believes that using money for fees for educational purposes is more critical than spending money on activities or buying concessions.

School fees will be \$40. Students taking any elective classes such as Art, Drama, Foreign Language, Band, etc. will pay these fees to their respective elective teachers.

CLASS SCHEDULES

Northwestern Middle School offers 7 subjects to all students: English, Math, Science, Social Studies, Reading, Explore Class & Physical Education.

Schedules will be changed for 2 reasons only:

1. Student is placed in the wrong course
 2. Student has a physical problem documented on physician's letterhead
- Explore courses will be scheduled so as to place the student in the correct academic course first.

PREREQUISITES

- 6th grade band must be taken to enroll in 7th and/or 8th grade band
- Intro to French or Spanish I must be taken to enroll in French I or Spanish
- Intro to Drama must be taken to enroll in Advanced Drama
- Please contact the counseling department at 654-9201 with any questions.

TELEPHONES

School telephones are for the use of official school business only. Students may use the phone in the attendance clerk's office with special permission only.

SCHOOL PICTURES

All students will have their pictures taken at the beginning of school. Students will be required to pay the full amount in advance of taking their picture. Defective pictures will be retaken. A picture will be taken (free of charge) for use in the school yearbook.

LOST AND FOUND

Students are requested to properly mark all their belongings so that ownership can be easily established. The lost and found department will be located in the school front office.

COMMERCIAL DELIVERIES

The school cannot and will not deliver items during the school day (flowers and gifts). Deliveries will not be accepted in the school office.

VISITATION POLICY

We welcome visitors to our school! To guarantee the safety of our students, all visitors (including volunteers) must first sign in at the office and receive a Visitor's Pass before going to a classroom. Unauthorized visitors are not allowed on campus at any time. Students from other schools are not allowed to visit the campus.

PARENT-TEACHER CONFERENCE

Conferences with teachers will not be scheduled during instructional time, but will be scheduled for team planning time. Parent conferences at North-western Middle School will be held with the student's team of teachers, not an individual teacher. NMS welcomes parents to visit classrooms. Please contact the guidance office to schedule a conference.

CHECK-IN

Students arriving late to school must report to the Attendance Office and receive an **ADMIT SLIP**. To be admitted to class, the student must present the **ADMIT SLIP** to the teacher.

CHECKOUT

Students who have emergencies during the day must bring a "Request to Check-Out" from the teacher to the office. Student generated check-outs will not be allowed prior to 5th hour and then only if the student is obviously ill. Verbal permission from the parent or guardian to the attendance clerk must be secured before the student will be released to anyone not noted on the emergency card. This protects the students as there are those who will write their own notes. **NO CHECK-OUTS WILL BE ALLOWED AFTER 1:45.**

MAKE-UP WORK POLICY

Students having an excused absence will be given a chance to make up work. It is suggested that exams and other routine work assignments should be completed within one week after returning to school. **It is the student's responsibility to ask for make-up work.** Parents may call the guidance office and ask for homework assignments when the student has been absent for at least three days.

Make up work due to excused absences:

It is the student's responsibility upon returning to school to contact each teacher to make up all work that the student missed during the absence.

The individual teacher will set the date the work is due. If the student was absent for an extended length of time, arrangements should be made with the individual teachers and the guidance counselor for any extension.

1. Students will be permitted to make up all work including tests and graded material unless they received an unexcused absence.
2. It is the student's responsibility, upon his/her return to school, to ask the teacher if any test or graded material needs to be made up. Teachers will at this time establish the time and place of make-up work.
3. Students in school when a test or activity is announced and who miss only the day of the test or activities and return the next day, will be expected to take the test or complete the activity upon the day of their return.
4. Students will be allowed a minimum of one day for each day missed before being required to make up a test, turn in material, or complete an activity. This will not exceed a total of five days. If after notification, the student fails to accomplish make-up work in the allotted time, the grade is recorded as a "0."
5. Students will not be allowed to make up work missed during days of suspension or for days missed while skipping classes. **Work completed at the discipline center will be accepted and graded.**
6. A student who misses one day in which an unannounced quiz was given shall take the quiz upon his / her return.

DISCIPLINE

The ultimate responsibility for student behavior rests with the student and his/her parents; however, we who are charged with the responsibility of educating the students of our community recognize that discipline is a part of our daily responsibility. Although we are concerned with students as individuals, we must also be concerned with the entire student body and insure that the proper atmosphere for teaching and learning is preserved. It is our objective, in the area of discipline, to have fair and impartial discipline in order to maintain the total learning environment for all students concerned and to help students develop the self-discipline necessary for learning to occur. Conduct that prevents learning from taking place and/or threatens or endangers any employee or student will not be tolerated.

Students are expected to follow all regulations listed in the Zachary Community School Board Rights and Responsibilities Handbook as well as the Northwestern Middle School Handbook. It is expected that each student and parent will familiarize themselves with the content of this handbook so as not to be surprised at consequences that may befall them.

SCHOOL DISCIPLINE POLICY AND REGULATIONS

Discipline Procedures – Before a teacher sends a student to the office for a minor offense, the following course of action will be taken:

1. The first time a student commits a minor disturbance in the classroom, the teacher will issue a verbal warning, hold a teacher/student conference with documentation of the conference on file in the discipline office.
2. Before any disciplinary action is taken on a student for a minor offense, there must be documentation that an authorized school employee has made parental contact.
3. Following parental contact, the student will be disciplined according to the procedures outlined under Classroom Disturbances.
4. Counseling services with a school counselor may be incorporated in the discipline plan any time it is deemed helpful or requested.

INFRACTIONS:

Assault/Battery of School Personnel

(Assault: threat, wherein the person receiving the threat under ordinary reasonable standards may perceive the danger of bodily harm.

Battery: The unlawful and unwanted touching or striking of one person by another, with the intention of bringing about a harmful or offensive contact.)

1st Occurrence – Recommended expulsion.

Assault/Battery of Student

(Assault: threat, wherein the person receiving the threat under ordinary reasonable standards may perceive the danger of bodily harm. Battery: The unlawful and unwanted touching or striking of one person by another, with the intention of bringing about a harmful or offensive contact.)

Any Occurrence – Short-term suspension, long-term suspension or recommended expulsion

Breaking and Entering

Any Occurrence – Short-term suspension or long-term suspension until reimbursement for damages or theft is made – or recommended expulsion.

Bullying/Harassing Classmates (Bullying: Repeated negative behaviors intended to frighten or cause discomfort. Harassing: May be verbal, physical, or suggested.)

Refer to the Zachary Community School District Student Rights and Responsibilities Handbook. The District policy regarding bullying can also be found at www.zacharyschools.org

Bus Rules Violations

The privilege of riding the bus is conditional on proper behavior and observance of rules and regulations. A school bus is considered the same as a student classroom for all purposes of conduct and behavior. The bus driver has the same status as a classroom teacher in this regard. All disciplinary

problems which develop on a school bus traveling to and from school will be handled by an administrator. A student can be removed or expelled immediately from a bus if he or she causes any kind of disturbance on the bus that will endanger the safety and health of others. When a student is removed from the bus, the parent will assume the responsibility of getting the student to and from school.

Minor disturbances on the school bus will be dealt with as follows:

- 1st Occurrence – Student will be warned and counseled. The bus driver will contact parent/guardian.
- 2nd Occurrence – Student will be denied bus transportation for 3-5 days.
- 3rd Occurrence – Student will be denied bus transportation for 5-10 days
- 4th Occurrence – Permanent suspension from the school bus for the remainder of the semester/school year.

Major disturbances on the bus could result in more serious consequences such as suspension/expulsion from school and/or denied bus transportation for the remainder of the semester/school year.

Cell Phones, i-pods, Cameras and all Other Electronic Devices

Not allowed on campus or the bus. Any student videoing and/or taking pictures will automatically be assigned to D.C. Days assigned will be determined by the Administrator.

Apple and/or smart watches are not allowed.

First Occurrence – Friday School

Second Occurrence- 2 days Discipline Center

Third Occurrence- 3 days Discipline Center

Fourth Occurrence- 4 days Discipline Center

Fifth Occurrence- Recommend Expulsion or long term suspension.

Cheating, Dishonesty, Etc. (All cheating will result in a score of zero on each offense.)

First Occurrence – TOR/Score of Zero

Second Occurrence – 2 days Discipline Center/Score of Zero

Third Occurrence – 5 days Discipline Center and/or expulsion/Score of Zero

Communication of False Information of Planned Arson or Bomb Threats

1st Occurrence – Recommended expulsion

Computer/Technology Misuse

Any use of the Internet/computer that adversely affects its operation in pursuit of teaching and learning or results in illegal or inappropriate activities.

Any Occurrence – Short-term suspension, long-term suspension, or recommended expulsion

Cutting Class or Being in a Location Without Permission

1st Occurrence – Friday school

2nd Occurrence and thereafter – 2 days Discipline Center

Deliberate Acts Which Cause a Puncture, Bleeding or Other Injury

1st Occurrence – 3 days Discipline Center

2nd Occurrence – 5 days Discipline Center

3rd Occurrence – Recommended Expulsion

Deliberate Destruction of School Property and/or Personal Property on School Grounds or During School Activities at Any Time

1st Occurrence – Long term suspension until reimbursement and/or recommended expulsion.

Disrespect: Minor (Verbally or Non-verbally)

Talking back in a normal voice or under the breath, rolling the eyes, etc.

1st Occurrence – 1 day TOR

2nd Occurrence – 3 days TOR

3rd Occurrence – 2 days Discipline Center

4th Occurrence – 4 days Discipline Center

5th Occurrence – Recommended Long-Term Suspension

6th Occurrence – Recommended Expulsion

Disrespect: Major

Profanity toward a staff member, calling a teacher a name, direct refusal to obey, verbal aggression toward a school staff member, inappropriate disrespectful comment directed toward teacher, or inappropriate gesture directed at teacher, etc. Administration will determine if the disrespect is major or minor. Major disrespect directed toward the administration could result in indefinite suspension pending an expulsion hearing.

1st Occurrence – Short term suspension (2-9 days)

2nd Occurrence – Short term suspension or Long term suspension

3rd Occurrence – Long-term suspension

4th Occurrence – Recommended expulsion

Disturbing Class

Any act that prevents a teacher from carrying out his/her planned lesson.

1st Occurrence - 1 day TOR

2nd Occurrence -3 days TOR

3rd Occurrence – 2 days DC

4th Occurrence – 5 days DC

5th Occurrence- 9 Days DC

6th Occurrence – Recommend Expulsion

*A student may be immediately removed from the classroom if the disruptive behavior interferes with the education of the other students. At that point, the student may be assigned to TOR, Friday School or Discipline Center.

Extortion/Intimidation

The deliberate act of one student threatening or forcing another student to give up personal possessions.

1st Occurrence – 3 days Discipline Center
2nd Occurrence – Long-term Suspension
3rd Occurrence – Recommended Expulsion

Forgery of Administrator’s, Teacher’s or Parent’s Name to a School Document or Note

Any Occurrence – 2 days Discipline Center

Fighting/Assault/Battery

(Assault: Threat, wherein the person receiving the threat under ordinary reasonable standards, may perceive the danger of bodily harm. Battery: The unlawful and unwanted touching or striking of one person by another, with the intention of bringing about a harmful or offensive contact.)

Fighting: (one on one) Students instigating, initiating, escalating, or participating in a fight will be dealt with in the same manner. Results of investigations shall determine the disciplinary actions for each student in a situation involving fighting. For fights involving students who are fourteen years of age or older, the appropriate law enforcement officials may be called.

If it can be determined that a participant in a fight was provoked into fighting, and only engaged in self defense, that participant may not be subject to suspension. A PERSON WHO IS THE AGGRESSOR OR WHO BRINGS ON DIFFICULTY CANNOT CLAIM THE RIGHT OF SELF-DEFENSE. WHENEVER HELP OR FLIGHT IS AVAILABLE. RESPONDING TO A VERBAL CONFRONTATION BY USING PHYSICAL FORCE IS NOT ACCEPTABLE AND CANNOT BE CLAIMED AS SELF-DEFENSE.

1st Occurrence – 3 to 5 days Discipline Center
2nd Occurrence – 5 to 9 days Discipline Center
3rd Occurrence – Long Term Suspension
4th Occurrence – Recommended expulsion

In the event of a fight where two or more students fight another student, the additional students involved will be recommended for expulsion.

Gambling – The playing of games of chance for money or objects of value; wagering or betting.

Any occurrence – short term assignment to the Discipline Center

Leaving Campus without Permission

1st Occurrence – 2 days Discipline Center
2nd Occurrence – 5 days Discipline Center
3rd Occurrence – Long-term Suspension

Major Disturbance

A serious act of misconduct that interrupts the orderly process of educational activities that is not confined to a limited area, and/or which jeopardizes safety of children.

Any Occurrence – Short-terms suspension, Long-term suspension or

Recommended Expulsion.

Miscellaneous Infractions

Miscellaneous Infractions may ideally be handled by the supervising teacher. These may include but not limited to: eating and/or chewing gum, reporting to class without needed materials, writing/sending notes during instructional time, sitting in desk inappropriately, leaving the desk without permission, horseplay, excessive loudness, disobedience, lying, possession of inappropriate articles at school, etc.

1st Occurrence – Teacher consequences with parent contact.

2nd Occurrence – 2 days TOR

3rd Occurrence – 2 days DC

4th Occurrence – 5 days DC

5th Occurrence – Long term suspension to be determined by Administrator

Indecent Behavior/Molesting Student/Sexual Harassment

Sexual Harassment includes exposing private body parts, making sexual or obscene gestures with body parts, verbal or written sexual remarks, comments, jokes, slurs, or gestures of a sexual nature, touching students in private areas, visual harassment such as derogatory or offensive posters, cards, graffiti, drawings, looks, or gestures. Sexual Harassment includes unwelcome sexual advances, requests for sexual favors, etc.

Indecent behavior includes socially unacceptable behavior, that is morally offensive.

Any Occurrence – 3 days Discipline Center to expulsion recommendation depending on the severity of the offense.

Obscenity, Profanity, Pornographic Materials, Racial Slurs

1st Occurrence – up to 3 days TOR

2nd Occurrence – 2 days Discipline Center

3rd Occurrence – 5 days Discipline Center

4th Occurrence – Long term Suspension

5th Occurrence – Recommended Expulsion

Other Major Offenses

Any Occurrence – Short-term suspension, Long-term suspension or recommended expulsion

POSSESSION OF UNAUTHORIZED MEDICATION-all medications, (ibuprofen, antibiotics, over-the counter medications are not allowed in the possession of students.)

1st occurrence - parent called and medication held for parent pick up

2nd occurrence- 2 days Discipline Center

Possession or Use of a Dangerous Weapon

A weapon is defined as any object which, under the circumstances, may be used to inflict serious bodily injury or damage to property.

Any Occurrence – Recommended expulsion

Possession or Use of Explosive Devices/Fireworks, and/or Ammunition and/or Look-Alike Devices

Any Occurrence – Recommended Expulsion

Pushing/Shoving/Bodily Contact

1st Occurrence – 1 day TOR

2nd Occurrence – 3 days TOR

3rd Occurrence – 3 days Discipline Center

4th Occurrence – 5 days Discipline Center

Public Display of Affection

Any Occurrence – Friday School

Smoking, Chewing, and/or Possession of Tobacco Products (including matches/lighters)

1st Occurrence – 2 days Discipline Center

2nd Occurrence – 5 days Discipline Center

3rd Occurrence – 9 days Discipline Center

4th Occurrence – Recommended Expulsion

Stealing (Includes Possession of Stolen Goods with Knowledge)

Any occurrence – Short-term suspension with reimbursement or recommended expulsion

Tampering or Destroying School Records, Roll Books, or School Property

Any Occurrence – recommended expulsion

Tampering With Fire Alarms or Causing a False Alarm of Fire

1st Occurrence – Short-term suspension (2-9 days)

2nd Occurrence – Recommend expulsion

Threatening Student(s)

Any Occurrence – Consequences may vary from short-term suspension to expulsion recommendation. Results of investigations shall determine the disciplinary actions for each student.

Threatening Administrator, Faculty, or School Personnel

Any Occurrence – Long-term suspension or recommended expulsion depending on the nature of the threat.

Trespassing

Any Occurrence – Short-term suspension. If student refuses to leave campus, law enforcement authorities will be contacted. While trespassing, any offense committed by a student on another school campus carries the same disposition as if it had been committed on his/her own campus.

Truancy/Cutting School

1st Occurrence – 3 days Discipline Center

2nd Occurrence – 5 days Discipline Center

3rd Occurrence – Long-term Suspension

Willful Disobedience/Refusal to Comply

Purposeful/defiant repeated behavior which has been specially addressed.

1st Occurrence – 1 day TOR

2nd Occurrence – 3 days TOR

3rd Occurrence – 2 days DC

4th Occurrence – 3 days DC

5th Occurrence – 5-9 days DC

6th Occurrence – Recommend expulsion

ALCOHOL AND DRUG OFFENSES

- A. Possession of prescription/non-prescription medication without evidence of a prescription or a physician's order on file at school – short-term suspension, long-term suspension or recommended expulsion.
- B. Distribution of medication, including non-prescription medication, or possession of same with intent to distribute; recommended expulsion.
- C. Use, distribution, or possession with intent to distribute alcohol, nitrate based inhalants and/or any other inhalants injurious to the health and well-being of students; recommended expulsion.
- D. Distribution of any substance which is falsely represented to be an illegal drug or a counterfeit illegal drug, or possession of same with intent to distribute; recommended expulsion.
- E. Under the influence of alcohol or drugs; short-term suspension and counseling.
- F. Possession of, or knowledge of and intentional distribution of, or possession with intent to distribute any illegal narcotic, drug, or other controlled substance on school property, on a school bus, or at a school event- recommended expulsion for a minimum of 2 complete semesters

***WARNING: UPON THE FOURTH SHORT-TERM SUSPENSION THE STUDENT MAY BE RECOMMENDED FOR EXPULSION.**

The administrative staff may rescind final exam exemptions and/or prohibit students from attending school-based activities and field trips for the following reasons:

- 1. Chronic disruptive behavior.
- 2. One or more suspensions.
- 3. Excessive tardies / absences.
- 4. Excessive incidents of no homework and/or not completing assigned work.

DISCIPLINE CENTER

Students may be assigned to the Discipline Center in lieu of being removed. Generally, the Center is offered for removal of 2 – 9 days. Students may not participate in school functions during the assignment to the Discipline Center. Parents must accompany the student each day of check-in to the discipline center. Students will be permitted to make up any work missed during the period of time spent at the Discipline Center. Attendance on all days assigned is required in order to get credit. Any absence will result in

no credit for attendance. Any student who has to be dismissed from the Discipline Center, must be picked up and may not return to school for the duration of the suspension.

TIME-OUT ROOM (TOR)

The Time-Out Room concept is of a self-contained program that is a limited extension of the regular classroom while providing an in-house suspension environment incorporating discipline coupled with encouragement. The purpose of the Time-Out Room is to provide an alternative to suspension whereby a student who has committed a minor infraction at school will be able to remain in school and be given an opportunity to modify his/ her behavior through discipline activities, counseling, class work assignments, encouragement, and parental/guardian contacts. Any student who receives a behavior referral while in TOR will be assigned 2 days in the discipline center and the parent/guardian will be called to pick up the student from school.

FRIDAY SCHOOL

The goal of Friday School is to provide an alternative to students in lieu of short-term suspension. **Friday School will be held at Northwestern Middle School from 2:05 p.m. to 6:00 p.m. on Friday afternoon as needed.**

Because Friday School is an alternative to suspension, no rescheduling will be allowed. Students who fail to report to Friday School will receive a short-term suspension. **NO EXCUSES OR TARDIES WILL BE PERMITTED.** Any student who is removed from Friday School will receive a minimum 2-day suspension.

EXPULSION

Limited expulsion is any denial of school attendance or school related activities which will terminate at the beginning of the next semester. Unlimited expulsion is any denial of school attendance or school related activities for a specific period of time beyond the beginning of the next semester or any permanent denial of school attendance.

TARDY POLICY

Tardy - not arriving for class at the BEGINNING of the scheduled start time.

- All tardies are processed through the office; the disposition of tardy cases will be handled according to the discipline policy of the Zachary Community School Board and Northwestern Middle School.
- Any student tardy to HOMEROOM will be sent to the office for an admit slip.
- Tardies after homeroom will be recorded on the Daily Attendance Report form.
- After a student has 6 tardies, the student's tardy record is submitted to the Dean of Students for disciplinary action:

- 6 tardies – Friday School
- 7 tardies – 2 days Discipline Center
- 8 tardies – 3 days Discipline Center
- 9 tardies – 4 days Discipline Center
- 10 tardies – Long term suspension and/or recommendation for expulsion

Note: All tardies will count toward the student's total unless the tardy is accompanied by a doctor's excuse. If a student reports tardy to school with a parental excuse, that student will be allowed to make up missed work, however, the tardy will still count toward the student's total.

TARDY LOCKOUT

Unannounced procedure where tardy students are not allowed to report to class but are redirected to TOR and/or Friday School.

STUDENT DRESS CODE

GENERAL APPEARANCE

Refer to page 21 of the Zachary Community School Board Students Rights and Responsibilities Handbook.

STUDENT IDENTIFICATION CARD

All students will be required to purchase a valid picture ID card at a cost of \$5.00. The I.D. is considered part of the daily uniform. The card is the student's official school and library identification. It must be worn and visible at all times. Loss of an ID card should be reported to the administration of Northwestern Middle School.

A temporary ID card may be rented (only once per week) for \$1.00 from his/her homeroom teacher in the event the student misplaces his/her ID or leaves it at home. Temporary ID's will not be sold after 1st hour. It is the student's responsibility to notify his/her 1st hour teacher (homeroom teacher) and purchase a temporary ID.

A student will be unable to enter class without an ID card. He/she must rent a temporary ID, have a parent bring the ID, or remain in TOR until he/she has an ID. This card must be presented each time a student checks in or checks out of school and is tardy for class. A student must also present his/her card each time he/she checks out material from the school library.

The card may also be used as identification with cost of admission to athletic and school activities. Defacing or destroying the ID card will void the ID and subject the student to disciplinary action. Students may not place stickers, notes, pictures, etc. on the ID or inside its case. Lending the ID card to anyone or failure to present it when requested by a school official is a violation of school regulations and will subject the holder to disciplinary

action. A new card must be purchased when the old one is damaged beyond use by scanning machines. Additional ID's may be purchased for \$5 each.

IMPROPER ID CARD AND DRESS CODE VIOLATION

1st Offense – Warning

2nd Offense – Letter to Parent

3rd Offense – Lunch detention

4th Offense – TOR

5th Offense – Friday school

6th Offense – Discipline Center

Students whose dress or grooming is inappropriate in the opinion of the administration will remain in the TOR until proper adjustments are made.

BOOKSACKS /PURSES

Book-sacks and large purses are not allowed on the NMS campus.

Exception: Students may bring a small bag on Mondays and Fridays to transport their P.E. uniforms to and from school. Female students may have a small “clutch” purse at school. Maximum size for a purse is 6” tall and 10” long. Students who choose to bring book-sacks or large purses to school will have them taken up and returned only to a parent/guardian.

FREE DRESS POLICY

On Free Dress Days students may wear jeans (no holes or rips) ONLY with an appropriate t-shirt. Any other attire – sweatpants, joggers, jeggings, leggings, etc., are not allowed. T-Shirts with obscene language, alcohol, tobacco, skulls, chains, drug references or controversial messages are not allowed.

STUDENT ATHLETE RULES AND REGULATIONS

(1) **Academics:** Student Athletes are not allowed any F's on progress reports or report cards. Students earning an F will be placed on academic probation for a specified period and will not be allowed to practice, participate or dress out with the team. Failure to bring the F grade up within a reasonable time will result in dismissal from the team.

(2) **Discipline:** Student Athletes are expected to exhibit character, respect, reliability, appropriate attitude and responsibility both in class and on the field/court. The coach and/or school administration have the authority to suspend and/or dismiss players not adhering to the above.

(3) **Parents:** Parents are expected to conduct themselves as NMS Brave Supporters: Spirited but not rude, positive to all persons involved and supportive to the adults who spend time with players. Parental concerns are to be addressed during scheduled conferences at school, not pre/post practices or games. Parents drawing negative attention toward themselves, the NMS team, and/or coaches will be asked to leave the stadium/gym and not

return.

(4) **Attendance:** Students must be present from 1st-7th hour the day of the activity in order to participate. If the activity falls on the weekend, the student must be present at school on the Friday before in order to participate.

**Any Activity school related requires that the student be in attendance 1st – 7th hour the day of the activity.*

AFTER SCHOOL ACTIVITIES POLICY

Students attending after school activities should arrange for transportation to and from the event before arriving on campus. Any student who is not picked up in a timely manner at the conclusion of an event or activity may lose the privilege of attending after school activities for the remainder of the school year.

PHYSICAL EDUCATION PROGRAM

All students will be required to dress in a full physical education uniform available through the school. Uniforms may be used from one year to the next if they are in good condition. Uniforms may be purchased from your physical education teacher. Uniforms are \$15.00. Locker rental fee is \$5.

- Students are required to dress out daily. Students not dressing out will still be required to participate.
- The uniform must be worn correctly - shirt tucked in and shorts at the waist.
- Tennis shoes and socks are required for P.E. class.
- During cold weather, the P.E. teachers will inform students when they may start wearing sweat suits OVER their P.E. uniform.
- Participation (dressing out daily) constitutes 60% of a student's grade. After 3 NO-DRESS days, the students will receive a suspension pending a parent conference.
- The name of the student must be placed on the shorts and shirt.
- A student is not permitted to wear another student's uniform.
- P.E. clothes must be worn in P.E. classes ONLY. (**Not under uniform shirts**)

TEXTBOOKS/LIBRARY BOOKS

Textbooks are the property of the state of Louisiana and the Zachary Community School Board. Textbooks and library books are checked out to each student on a loan basis.

Since these instructional materials are a major investment, all students must either return the books in usable form or pay the full price for replacement. Library bar codes are used for check out. **Final report cards which indicate promotion or retention will not be mailed to students who owe fees to the school.**

LIBRARY MEDIA CENTER POLICY

Circulation of Materials:

- Books 2 weeks
- Magazines overnight
- Reference materials, computer software, games/newspapers are to be used in the library only.

Circulation Procedures

Students may check out 2 items from the library. If they owe fines or fees over \$3.00 for overdue, lost, or damaged materials, they will not be allowed to check out anything until the obligation has been met. Students will be charged 5 cents per item for every school day material is overdue, with fines not exceeding \$3.00 per item. They will be charged book price for lost or damaged books.

All library patrons may request that a hold be placed on materials that are checked out. The librarian will contact individuals as items are returned.

COMPUTER USAGE

Students may use the library computers and the Internet for research and word processing purposes only. No games or Internet “surfing” will be allowed. There will be a 2 person maximum at each computer unless a teacher assigns a larger group.

HONOR ROLL AND RECOGNITION

Academic awards recognize grades in all Core and Explore classes.

INDIVIDUAL STUDENT DONATIONS

*Donations for individual students to attend field trips, conferences, etc. will not be taken up at school.

Special tips to help NMS students succeed :

*The 2 most common discipline issues for Northwestern Middle School students are:

Dress Code Infractions

The majority of dress code infractions processed in the Dean’s office is a result of forgotten ID’s, forgotten belt or unacceptable belt color, and jackets that do not meet the school dress code. Please pay special attention to these areas of the handbook to minimize the number of uniform infractions that you receive. If the problem cannot be immediately corrected, the student will be sent to TOR until proper adjustments are made. **NO EXCEPTIONS.**

Tardies

Tardiness is one of the most prevalent issues at the middle school level. The students are switching classes throughout the day. Students need to move quickly and quietly to avoid being late to class. Most of the tardies occur 1st period as a result of students being dropped off late to school. The only way a tardy to school will be excused without the tardy going on a student’s record is if the student has a doctor’s excuse. **PARENT NOTES WILL ALLOW THE STUDENT TO MAKE UP WORK MISSED DURING THAT TIME, HOWEVER THE TARDY WILL STILL COUNT TOWARD THE STUDENT’S TOTAL.** If a student is having trouble with early morning tardies, the school bus is a logical alternative. Students are not penalized if a bus arrives late to school.

NEW POLICIES/PROGRAMS/PROCEDURES MAY BE IMPLEMENTED BY THE ADMINISTRATION. STUDENTS WILL BE NOTIFIED OF ANY CHANGES AND THEY WILL APPEAR ON THE SCHOOL WEBSITE.

Northwestern Middle School
Parental Involvement Policy

*The **2019-2020** Title I district parental involvement policy, Title I school level parental involvement policies, and Title I school level compacts **will remain in effect** for the **2020-2021** school year. This decision is based on the effects of COVID-19. If changes are needed for the 2020-2021 school year, parental input will be requested, and the necessary adjustments will be made to the policies and compacts.

PART I. GENERAL EXPECTATIONS

The Northwestern Middle School agrees to implement the following statutory requirements:

- Consistent with section 1118, the school will work to ensure that the required school level parental involvement policies meet the requirements of section 1118 of the ESEA, and each include, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- Schools will notify parents of the policy in an understandable and uniform format and, to the extent practicable, in a language the parents can understand. The policy will be made available to the local community and updated periodically to meet the changing needs of parents and the school.
- In carrying out the Title I, Part A, parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and

uniform format and including alternative formats upon request and, to the extent practicable, in language parents understand.

- If the school-wide program plan for Title I, Part A, developed under section 1114(b) of the ESEA, is not satisfactory to the parents of participating children, the school will submit any parent comments with the plan when the school submits the plan to the local educational agency (school district).
- The school will involve the parents of children served in Title I, Part A schools in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent, and will ensure that not less than 95 percent of the 1 percent reserved goes directly to the schools.
- The school will build its own and the parent's capacity for strong parental involvement, to ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement.
- The school will provide other reasonable support for parental involvement activities under section 1118 of the ESEA as the parents may request.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities, and procedures in accordance with this definition:
 - Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring
 - that parents play an integral role in assisting their child's learning;
 - that parents are encouraged to be actively involved in their child's education at school;
 - that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;
 - the carrying out of other activities, such as those described in section 1118 of the ESEA.

PART II. DESCRIPTION OF HOW SCHOOLS WILL IMPLEMENT REQUIRED SCHOOL PARENTAL INVOLVEMENT POLICY COMPONENTS

- The Northwestern Middle School will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1118 of the ESEA:
- The Northwestern Middle School will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:
 - Parents are members of the School Improvement Team
- The Northwestern Middle School will hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a time convenient for parents and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible can attend. The school will invite all parents of children participating in Title I, Part A programs to this meeting, and will encourage them to attend, by:
 - Annual Meeting is announced via the school website.
 - Individual announcement cards are mailed to each student's parent
 - Title requirements are available in the District handbook.
- The Northwestern Middle School will provide parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet by:
 - Each content area provides a syllabus and information sheet to parents
 - Assessment information is in the school handbook.
 - Parents have access to MOODLE and Webpams for assessment information
- The Northwestern Middle School will at the request of parents, provide opportunities for regular meetings for parents to formulate suggestions and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible by:
 - Returning phone calls within a 2-1 hour time frame
 - Scheduling conferences as requested anti needed.
- The Northwestern Middle School will provide each parent an individual student report about the performance of their child on the State assessment in at least math. language arts and reading by:

- ILEAP assessment summaries are available in the office during the summer.
- Assessment summaries are sent home with parents during orientation
- The Northwestern Middle School-will take the following actions to provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulations (67 Fed. Reg. 71710, December 2, 2002) by:
 - A letter will be mailed home to parents should students be taught by an uncertified teacher for more than 4 consecutive weeks.
- The Northwestern Middle School will aid parents of children served by the school, as appropriate, in understanding topics by undertaking the actions described in this paragraph –
 - the state's academic content standards,
 - the state's student academic achievement standards,
 - the state and local academic assessments including alternate assessments,
 - the requirements of Part A,
 - how to monitor their child's progress, and
 - how to work with educators:
 - Parent conferences
 - Instruction on how to access MOODLE and Webpams
 - SBLC Meetings as needed
- The Northwestern Middle School will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training and using technology, as appropriate, to foster parental involvement, by:
 - Workshops
 - Conferences
 - Technology training
- The Northwestern Middle School will take the following actions to ensure that information related to the school and parent-programs, meetings, and other activities is sent to parents of participating children in an understandable and uniform format, including alternative formats upon request. and, to the extent practicable. in a language, the parents can understand:
 - Web announcements
 - Informational handouts
 - REMIND

PART III. ADOPTION

- This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs.
- This policy was adopted by the Northwestern Middle on May 1, 2019 and will be in effect for the 2020/2021 school year.
- The school will distribute this policy to all parents of participating Title 1, Part A children on or before August 6, 2020.